Introduction:

LEA: VICTOR VALLEY Contact (Name, Title, Email, Phone Number): Ron Williams, Superintendent, 760-955-3201 ext.: 10202 **LCAP Year: 2016-2019**

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community

organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	**Impact on LCAP**
LCAP Committee Meetings **Sept. 22, 2015** **Oct. 23, 2015** **Nov. 11, 2015** **Dec. 8, 2015** **Jan. 9, 2016** **Feb. 9, 2016** **Feb. 23, 2016** **March 8, 2016** **March 22, 2016** **April 5, 2016** **April 19, 2016** **May 3, 2016** **May 17, 2016**	***LCAP Stakeholder Committee Meetings*** Sep. 2015 to Feb. 2016 LCAP meetings had a significant impact on the draft of this year's LCAP. Meetings began early in the year at the request of stakeholders. Data binders were created to share with stakeholders at meetings. At the conclusion of each meeting, stakeholders requested district staff to present at subsequent meetings or they requested additional information for clarity in understanding more fully district data. Attendees included district and site administrators, classified personnel, parent of English Learners and teaching staff from various sites Meetings held September through February 2016 focused on the implementation of the prior year's LCAP. Topics discussed included student achievement data from CAASPP, student enrollment in AP classes, ROP/ CTE class offerings, AP results for the spring of 2015, attendance data, the results of the California Healthy Kids Survey, R-FEP monitoring and the district D and F list.

	At the conclusion of each month, suspension and expulsion data was discussed. In addition, the quality of food served to our students was discussed resulting in a Feb. 23, 2016 taste testing for the stakeholders of breakfast items. The district's first annual Taste Testing event for students was held May 6, 2016. Twenty-five students tasted new items for both breakfast and lunch and offered evaluations that the district Nutrition Services took under advisement. The event was well-received and it will become a new avenue to elicit student input regarding cafeteria food. March 2016- May 2016 At the March 22, 2016 stakeholders' meeting it was suggested that the district create an online survey. Included in the survey, committee members requested that the public be able to offer opinions regarding what LCAP actions should be continued, what actions should be discussed further and what actions should be stopped. Nearly two hundred respondents offered opinions. The survey was available on the district webpage and was posted to the Victor Valley Teachers' Association Facebook page. The April 5 and 19, 2016 meetings reviewed the survey responses and considered items that were indicated that need further discussion. Members of the committee evaluated actions to be discontinued in this year's LCAP. The 2016-17 LCAP reflects the committee's decisions as well as the public's suggestions. May 3 and 17, 2016 meeting focused on sharing the district strategic plan and how to align the LCAP actions with the plan's new initiatives.

Site Walkthroughs **Lakeview LA Nov. 20, 2015** **Hook Jr. High Dec. 3, 2015** **Adelanto HS Dec. 4, 2015** **Silverado HS Dec. 8, 2015** **Victor Valley HS Dec. 10, 2015** *Student Forums* **Goodwill EC Oct. 28, 2015** **Silverado HS Nov. 4, 2015** **Lakeview Nov. 4, 2015** **Adelanto HS Nov. 11, 2015** **Victor Valley HS Nov. 12, 2015** **Hook Jr. High Nov. 12, 2015** **Silverado HS March 3, 2016** **Adelanto HS March 9, 2016** **Goodwill March 10, 2016** **Cobalt March 14, 2016** **Lakeview March 15, 2016** **University Prep March 21, 2016** **Victor Valley HS March 22, 2016**	***Site Walk Troughs*** Six specific walk throughs were conducted in November and December 2015. Results were electronically captured and were reviewed for the purpose of monitoring the implementation of California State Standards (CCSS) and checking for levels of student engagement. ***Student Forums*** Student Forums took place in the fall of 2015 and the spring of 2016. Approximately four hundred students from all eight campuses participated. The forums had the sole purpose of capturing student voices. Students were randomly selected, but included the voices of our Special Education students, Foster Youth and English Learners. Students participated in a carousel activity that focused on specific themes: campus cleanliness, student safety, students' academic experiences, student engagement and students' general wellness. Results of the carousel activity were shared with site administration and with the LCAP Stakeholder Committee in December 2015 and January 2016. Adelanto High and Silverado included the resulting data in their WASC reviews. In addition, students took an online survey related to the same topics as above. The survey results were also considered. After the California Healthy Kids Survey results were discussed with the LCAP Committee, it was suggested that the spring Student Forums probe deeper into concerns raised in the survey. The spring Forums tapped into understanding better the adult / student relationships. This concern is reflected in the strategic plan as well as the 2016-17 LCAP that create new actions designed to address student wellness issues. Additionally, students expressed a desire to have more safety drills on their campuses. This is also reflected in the 2016-17 LCAP.

Board Presentations and actions regarding the LCAP **Jan. 20, 2016** **March 2, 2016** **June 1, 2016** **June 22, 2016** **June 24, 2016**	***Board Presentations and Action*** The Board of Trustees was provided a LCAP update regarding implementation progress in January and March. The Board was informed about the progress of the district Strategic Planning efforts and how the initiative paralleled the LCAP actions and goals. The district Strategic Plan was formally approved at the June 1, 2016 Board of Trustees' meeting. The public meeting for the LCAP was held on June 22, 2016 and the Board of Trustees took action to approve the 2016-17 LCAP on June 24, 2016.
Strategic Planning **Feb. 5-6, 2016** **March 18-19, 2016**	***Strategic Planning*** February 5-6, 2016 the district began the strategic planning process. Twenty-five participants selected to represent all stakeholders convened to set in motion a new direction for the district. Participants included classified and certificated Association representation, district and site administration, community members, parents and students. For two days, the team identified a set of beliefs, a new mission statement, new strategies and a set of parameters. This information was then submitted to newly formed Actions Teams to formulate strategic results or outcomes for the five year plan and delineate new sets of actions to implement to reach the desired outcomes for our students. Strategic Planning members received the suggested strategic results and actions from the three Action Teams. March 18-19, 2016 the team worked to affirm the plans submitted and assure their alignment with the mission and beliefs of the district. The result of the two days was the district Strategic Plan with timelines and priorities identified.
Action Planning Teams Meetings **Feb. 19, 2016** **March 2, 2016** **March 3, 2016** **March 7, 2016** **March 8, 2016**	***Action Teams*** February 19, 2016 Six district employees representing classified and certificated employees were trained in leadership skills in how to conduct strategic planning efforts with action team members. Three action teams were formed. These teams of approximately 13- 17 members represented certificated

March 9, 2016	and classified staff, district and site level administration, community members and parents. Fifty participants meet four times over a two week period to draft the strategic results, or outcomes of the plan and the actions needed to accomplish those outcomes. As a result, the first draft of the district Strategic Plan was put forward for consideration by the Strategic Planning Committee. The 2016-17 LCAP incorporated the work of the Action Teams.
Annual Update: Integrated Math I, II and III Instructional Materials Adoption was completed this year after a fruitful pilot and highly valued discourse. New materials are ready for teachers and students for the start of the academic year. VVUHD moved forward on the adoption of textbook for all grade levels in English Language Arts. August 2016 will see a pilot of two publishers' materials in Twenty-one classrooms. The decision regarding adoption will be made in January of 2017 so as to ensure that the materials will get into the hands of the teachers prior to the start of the 2017-2018 school year. In addition, VVUHSD was able to adopt materials that better align to new Advance Placement assessments for both AP European History and United States History. AP European History Teachers were also afforded a collaboration day and professional development is planned in August for the teachers to continue the dialogue in order for VVHUSD to better serve our AP students and promote greater collaboration amongst teachers. An increase of 2,000 students in 2015-16 in the seats in AP classes intensifies our desire to support teachers and students as they strive to achieve. The district expanded the role of the Instructional Advisory Boards. Currently, VVUHSD Math and English Language Arts boards convened to promote teacher leadership and voice in the selection of materials, approval of course and general consultation regarding instruction and materials. It has been very successful and the district plans to expand the number of boards to include Science and Social Science for the coming year. Our Math and English Language Art teachers completed the process of writing units of study this year and the units will be shared before the teachers leave for summer. The concept of RCD has been embraced by Social Science and Science teachers. Plans to move forward with these disciplines penning units will begin in September 2016. VVUHSD monitored the number of D and F grades for our students. At the first semester approx. 26% of our students received non-UC/CSU credit grades (a slight reduction from the previous year). The fourth quarter reporting indicates that the fewer numbers of students are on track to receive approx. the same percentage of D	**Annual Update:** The strategic planning process has been transformative for the district. So many voices and such thoughtful participation by all concerned stakeholders has served as a catalyst to drive VVUHSD to craft a new LCAP and to a renewed commitment to serve and embrace our community more deeply. Readers will note the changes and policies that VVUHSD will embrace over the course of the next five years.

and F grades at the end of the year. Each site is working to develop an intervention plan funded dually by the district and sites to promote this positive trend. Sites utilized the skills of an intervention counselor on five of our campuses found success, but substantial data is not available. We will define the scope of their work to more closely assist struggling students and determine targeted academic interventions. As detailed in the Annual Update section, VVUHSD has experienced a significant reduction on the number of suspensions. CWA provided several workshops to assist the district and sites to identify major and minor infractions. Increased awareness and consistent monitoring has made a difference and the practices will be extended into the coming year. The district experienced a 1.3% increase in student attendance. A district and board goal is to attract and retain students, thus placing great emphasis on attendance. This focus will continue in the coming year. With the detailed work of our Strategic Planning and Action Planning teams, the district will move forward with a new set of goals and actions that VVUHSD believes will reflect the voice of our community and all stakeholders. The new direction is reflected in the 2016-19 LCAP. We are invigorated by the strategic planning process and the ability of the district to coalesce around core values, a new mission statement and parameters to define our work. The strategic results, noted as goals in the LCAP and the actions detailed therein, will drive our desire to better serve our students, parent and community as we embrace OPENING DOORS 2020.	

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure.

Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

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

GOAL: 1	***Increase the number of students who graduate, on time, with viable college and career options.***	Related State and/or Local Priorities: 1_X_ 2_ 3__ 4_X_ 5__ 6_X_ 7_X_ 8_X COE only: 9__ 10__ Local: Specify _____
Identified Need:	As a result of our strategic planning process and after careful consideration of the data, The Strategic Planning team focused much effort on identifying need steps to address our students' needs. Increase graduation rate for all students *Cohort graduation rate for VVUHSD (2014-15) is 76.9%* Reduce the dropout rate *CALPADS Completer and Drop Out rates for 13-14 through 15-16 indicate there is an overall lack of growth 1.7% increase from 13-14 to 14-15* *Middle School Dropout rate is declining (2013 1.8%, 2014 1.7% and 2015 1.2%)* Substantially increase attendance rates at all sites *VVHUSD experienced a 1.3% growth in attendance, however research from the Bush Foundation indicates that students who wish to successfully graduate high school must be present 97% of the time. We are working towards the goal of 97% attendance for all students.* Reduce suspension rates *We have experienced an overall reduction in the number of suspensions, however, the district must continue to work on reducing the gaps in the suspension rates for specific sub-groups of students.* Increase A-G access and success for all pupils *A-G Success rates as measure by 12 Grade Graduates Completing all Courses required for UC and/ or CSU entrance is at 20.1%. Percent of 4 year cohort that completed A-G requirements is up by 1% 25% (2013) to 26% (2014)* Increase enrollment in AP courses and pupil pass rates *VVUHSD has experienced a downturn in the number of students who receive a score of "3" or higher on an AP exam 2013 41%, 2014 36% to 2015 25%. In 2015-16, 1,087 students were enrolled in AP classes.* Increase the number of college bound students *Current data is not available and will be a focus for the coming year* Create a systematic approach to intervention for at promise students. *VVUHSD does not have a cohesive plan to address interventions.* Percent of English Learners who made progress towards English Proficiency *Students making progress dropped by 7% to 60% in 2015-16* Students receiving a grade of D or F in core subject areas *9, 997 D and F grades were given by course in Semester 2 of 2015-16*	

Goal Applies to:	Schools: All schools Applicable Pupil Subgroups: All groups
LCAP Year 1: 2016-17	
Expected Annual Measurable Outcomes:	1. Increase the number of pupils who are on track to graduate from VVUHSD college and career ready *Metric: Student Achievement / 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 sub-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 sub-groups *Metric: Middle School Dropout rate. High School Dropout rate, High School Graduation rate* 4. Increase pupil attendance by 2% *Metric: Student Engagement/ School Attendance, Chronic Absenteeism rates* 5. Reduce the number of suspensions by 3% district-wide and for all sub-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* 8. Increase enrollment in AP Courses by 2% *Metric: Student Achievement/ Share of students enrolled in AP courses* 9. Increase AP pass rate by 2% *Metric: Student Achievement/ Share of students that pass AP exams with a 3 or higher* 10. Monitor the rate of college bound pupils *Metric: Student Achievement/Graduates Completing UC/CSU Required Courses* 11. Continue partnership with UC Berkeley Chancellor's Office for Destination College *Local Metric: Contract with Destination College/ Student Surveys* 12. Pupils provide their voice through forums and surveys *Local Metric: California Healthy Kids Survey/ Student Surveys* 13. Increase by 3% of pupils attaining proficiency as measured by CASPP in grades 7, 8, and 11 in ELA and Math *Metric: Student Achievement/ Performance on CAASPP and Subgroup Performance* 14. 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*

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1.17 Align course offerings to provide all students the opportunity to complete the UC/CSU and CCC entrance requirements for graduation and / or a district approved alternative career pathway beginning with the class of 2021.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$O
1.2.17 Provide specific professional development to support equitable access to UC/CSU/CCC entrance for all counselors and career support staff.	All	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify) ____SPED_____	$15,000 Res.3010 Obj.1220 Res.3010 Mgt.LCPR $2,466 Res.3010 Obj.3xxx Mgt.LCPR
1.3.17 Form committees to explore career pathway options within the 15 industry sectors as identified by the CDE	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$6,000 Res.3010 Obj.1130 Mgt.LC01 $986 Res.3010 Obj.3xxx Mgt.LC01
1.4.17 Continue partnership with Victorville Motors and It is a Gas to Go to Class	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
1.5.17 Provide for ongoing discussions regarding cafeteria food quality.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0

1.6.17 Conduct pupil forum to monitor pupil engagement.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
1.7.17 Assist foster youth with school engagement	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$8,000 Res.3010 Obj.5886 $8,000 Obj. 4310 Mgt. LCFY
1.8.17 Provide every site with resources necessary to build a college-going environment at all schools with a focus on identified sub-groups.	All	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify) Homeless and SPED	$40,000 Res.3010 Obj.4310 Mgt. LCLI
1.9.17 Provide standard–aligned instructional materials to support classroom implementation of CCSS.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000,000 Res.0400 LCFF Obj.4110 Mgt.LC01
1.10.17 Employ four FTE Intervention Teachers.	Hook. Lakeview, Silverado, Adelanto, Victor Valley	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$280,000 Res.3010 Obj. 1110 Mgt.LC01 $110,670 Res.3010 Obj.3xxx Mgt. LC01 Site funded
1.11.17 Provide academic and career counseling to assist pupils.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
1.12.17 Provide electronic databases for increased access	All	_X_ALL	$27,000

to expository texts.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Res.3010 Obj.5840 Mgt. LC01
1.13.17 Provide for necessary changes to infrastructure technology to stay current and meet the needs of students for college readiness.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$200,000 Res.0400 LCFF Obj.6450 Mgt.LC01
1.14.17 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.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$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
1.15.17 Purchase additional instructional materials to assist Moderate to Severely disabled access to CCSS.	Victor Valley, Adelanto, Silverado	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000 Res.0400 LCFF Obj.4310 Mgt.LC01
1.16.17 Provide credit recovery support for low income, at promise pupils at the high school sites.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$117,000 Res.3010 Obj.5840 Mgt. LCLI
1.17.17 Monitor Suspension and expulsion rates.	All	_X_ALL OR: __Low Income pupils __English Learners	$0

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.18.17 Increase the rate of reclassification of EL Pupils by 2% annually.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000 Res.0790 Obj.5890 Mgt.LCEL
1.19.17 Monitor R-FEP pupil achievement at 6, 12, 18 and 24 month intervals.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
1.20.17 Ensure Foster Youth District liaison has adequate training, knowledge, time and resources to carry out responsibilities (Ed. Code 48853.5) to reduce the effects of mobility for our foster youth.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Res.3010 Obj.5220 Mgt. LYPR
1.21.17 District staff will attend and provide professional development on homeless and foster youth.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Res.3010 Obj.5220 Mgt. LYPR
1.22.17 Create, maintain and update a database for Foster Youth contact information.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
1.23.17 Provide Foster Youth with needed school supplies upon identification.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Res.3010 Obj.4310 Mgt. LCFY
1.24.17 CWA provide workshops on suspensions, expulsions and other means of correction	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$0

		__Other Subgroups:(Specify)_____	
1.25.17 Employ 6 FTE Intervention Counselors.	VVHS, SHS,AHS, CIMS, LLA, HJH	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$362,262 Res. 3010 Obj. 1220 Mgt. LC01 $144,569 Res. 3010 Obj. 3xxx Mgt. LC01 Site funded
1.26.17 Employ a Coordinator of English Learner Programs and Interventions.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$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 Obj. 3xxx Mgt. LCEL $43,917 Res. 0790 Obj. 1316 Mgt. LCEL $13,508 Res. 0790 Obj. 3xxx Mgt. LCEL
1.27.17 Employee two Technology Specialists.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$146,076 Res. 0400 Obj. 2213 Mgt. LC01 $71, 388

			Res. 0400 Obj. 3xxx Mgt. LC01

LCAP Year 2: 2017-18	
Expected Annual Measurable Outcomes:	1. Increase the number of pupils who are on track to graduate from VVUHSD college and career ready *Metric: Student Achievement; 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 sub-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 sub-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% district-wide and for all sub-groups *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* 8. Increase enrollment in AP Courses by 2% *Metric: Student Achievement/ Share of students enrolled in AP courses* 9. Increase AP pass rate by 2% *Metric: Student Achievement/ Share of students that pass AP exams with a 3 or higher* 10. Monitor the rate of college bound pupils *Metric: Student Achievement/Graduates Completing UC/CSU Required Courses* 11. Continue partnership with UC Berkeley Chancellor's Office for Destination College *Local Metric: Contract with Destination College/ Student Surveys* 12. Pupils provide their voice through forums and surveys *Local Metric: California Healthy Kids Survey/ Student Surveys* 13. Increase by 3% of pupils attaining proficiency as measured by CASPP in grades 7,8, and 11 in ELA and Math *Metric: Student Achievement/ Performance on CAASPP and Subgroup Performance* 14. Decrease by 5% the number of pupils receiving a letter grade lower than C- in both ELA and Math *Metric: Other Student Outcomes*

	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*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1.18 Hire additional counselors and career support staff for the high schools.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$600,000 Res.3010 Obj.1210 Mgt.LC01 $179,433 Res.3010 Obj. 3xxx Mgt. LC01
1.2.18 Continue partnership with Victorville Motors and It is a Gas to Go to Class.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
1.3.18 Provide for ongoing discussions regarding cafeteria food quality.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
1.4.18 Conduct pupil forum to monitor pupil engagement.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
1.5.18 Assist foster youth with school engagement in activities.	All	__ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	$8,000 Res.3010 Obj.5886 $8,000 Obj. 4310 Mgt. LCFY
1.6.18 Provide every site with resources necessary to build a	All	__ALL	$40,000

college-going environment at all schools with a focus on identified sub-groups.		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify) Homeless and SPED	Res.3010 Obj.4310 Mgt.LC01
1.7.18 Establish specific pathways, based on research and conclusions, around the fifteen industry sectors, at each of the high schools.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
1.8.18 Provide standard–aligned instructional materials to support classroom implementation of CCSS.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,500,000 Res.0400 LCFF Obj.4110 Mgt.LC01
1.9.18 Employ four FTE Intervention Teachers.	Hook, Lakeview, Silverado, Adelanto	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$280,000 Res.3010 Obj. 1110 Mgt.LC01 $110,670 Res.3010 Obj.3xxx Mgt LC01 Site funded
1.10.18 Provide electronic databases for increased access to expository texts.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$27,000 Res.3010 Obj.5840 Mgt. LC01
1.11.18 Provide for necessary changes to infrastructure technology to stay current and meet the needs of students for college readiness.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$200,000 Res.0400 LCFF Obj.6450 Mgt.LC01
1.12.18 Purchase devices for pupil use during testing and in classrooms testing reducing ratio to 1:1.	All	_X_ALL OR: __Low Income pupils __English Learners	$100,000 Res.0400 LCFF Obj. 4310 Mgt. LC01

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.13.18 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.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$38,000 Res.3010 Obj. 1140 $4,931 Res.3010 Obj. 3xxx Mgt. LC01 $12,000 Res.3010 Obj. 1130 Mgt.LC01 $1,972 Res.3010 Obj.3xxx Mgt. LC01
1.14.18 Purchase additional instructional materials to assist Moderate to Severely disabled access to CCSS.	Victor Valley, Adelanto, Silverado	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: (Specify)___SPED_____	$3,000 Res.0400 LCFF Obj.4310 Mgt.LC01
1.15.18 Provide credit recovery support for low income, at promise pupils at the high school sites.	All	__ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$117,000 Res.3010 Obj.5808 Mgt. LCLI
1.16.18 Monitor Suspension and expulsion rates.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
1.17.18 Increase the rate of reclassification of EL Pupils by 2% annually.	All	_ _ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient	$2,000 Res.0790 Obj.5890 Mgt.LCEL

		__Other Subgroups:(Specify)_____	
1.18.18 Monitor R-FEP pupil achievement at 6, 12, 18 and 24 month intervals.	All	_ _ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
1.19.18 Ensure Foster Youth District liaison has adequate training, knowledge, time and resources to carry out responsibilities (Ed. Code 48853.5) to reduce the effects of mobility for our foster youth.	All	_ _ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Res.3010 Obj.5220 Mgt. LCFY
1.20.18 District staff will attend and provide professional development on homeless and foster youth.	All	_ _ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)___Homeless_____	$5,000 Res.3010 Obj.5220 Mgt. LCFY
1.21.18 Create, maintain and update a database for Foster Youth contact information.	All	_ _ALL OR: __Low Income pupils __English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
1.22.18 Provide Foster Youth with needed school supplies upon identification.	All	_ _ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Res.3010 Obj.4310 Mgt. LCFY
1.23.18 CWA will provide workshops on suspensions, expulsions and other means of correction.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0

1.24.18 Employ 6 FTE Intervention Counselors.	VVHS, SHS,AHS,CIMS, LLA, HJH	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$362,262 Res. 3010 Obj. 1220 Mgt. LC01 $144,569 Res. 3010 Obj. 3xxx Mgt. LC01 Site funded
1.25.18 Employ a Coordinator of English Learner Programs and Interventions.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$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. 30-10 Obj. 3xxx Mgt. LCEL $43,917 Res. 0790 Obj. 1316 Mgt. LCEL $13,508 Res. 0790 Obj. 3xxx Mgt. LCEL
1.26.18 Employee two Technology Specialists.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$146,076 Res. 0400 Obj. 2213 Mgt. LC01 $71, 388 Res. 0400 Obj. 3xxx

			Mgt. LC01

LCAP Year 3: 2018-19	
Expected Annual Measurable Outcomes:	1. Increase the number of pupils who are on track to graduate from VVUHSD college and career ready *Metric: Student Achievement; 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 Outcome/ Semester grades, Benchmark data* 2. Provide for a 2% increase in graduation for the following sub-groups: Hispanic, Asians, Filipino, African American, White, English Learners, Special Ed Low Income and Foster Youth *Metric: Student Achievement Student Engagement/ Performance on SBAC tests, Graduation rates, Graduates Completing UC/'CSU Required Courses* 3. Reduction in the Dropout rate by 2% for all sub-groups *Metric: Middle School Dropout rate. High School Dropout rate, High School Graduation rate* 4. Increase pupil attendance by 2% *Metric: Student Engagement/ School Attendance, Chronic Absenteeism rates* 5. Reduce the number of suspensions by 3% district-wide and for all sub-groups *Metric: Student 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* 8. Increase enrollment in AP Courses by 2% *Metric: Student Achievement/ Share of students enrolled in AP courses* 9. Increase AP pass rate by 2% *Metric: Student Achievement/ Share of students that pass AP exams with a 3 or higher* 10. Monitor the rate of college bound pupils *Metric: Student Achievement/Graduates Completing UC/CSU Required Courses* 11. Continue partnership with UC Berkeley Chancellor's Office for Destination College *Local Metric: Contract with Destination College/ Student Surveys* 12. Pupils provide their voice through forums and surveys *Local Metric: California Healthy Kids Survey/ Student Surveys* 13. Increase by 3% of pupils attaining proficiency as measured by CASPP in grades 7,8, and 11 in ELA and Math *Metric: Student Achievement/ Performance on CAASPP and Subgroup Performance* 14. Decrease by 5% the number of pupils receiving a letter grade lower than C- in both ELA and Math

	Local Metric: Aeries achievement data for core subject areas 15. Maintain and expand pupil internship opportunities through ROP *Local Metric: ROP/ CTE enrollment data and Perkins Grant data*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1.19 Employ additional counselors and career support staff for the high schools.	VVHS, SHS,AHS, UP, CIMS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$600,000 Res.3010 Obj.1210 Mgt.LC01 $179,433 Res.3010 Obj. 3xxx Mgt. LC01
1.2.19 Continue partnership with Victorville Motors and It is a Gas to Go to Class	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
1.3.19 Provide for ongoing discussions regarding cafeteria food quality.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
1.4.19 Conduct pupil forum to monitor pupil engagement.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
1.5.19 Assist foster youth with school engagement activities.	All	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	$8,000 Res.3010 Obj.5886 $8,000 Obj. 4310 Mgt. LCFY
1.6.19 Provide every site with resources necessary to build a college-going environment at all schools with a focus on identified sub-groups.	All	__ALL OR:	$40,000 Res.3010 Obj.4310

		_X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	Mgt.LC01
1.7.19 Provide standard–aligned instructional materials to support classroom implementation of CCSS.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,500,000 Res.0400 LCFF Obj.4110 Mgt.LC01
1.8.19 Employ four FTE Intervention Teachers.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$280,000 Res.3010 Obj. 1110 Mgt.LC01 $110,670 Res.3010 Obj.3xxx Mgt. LC01 Site funded
1.9.19 Provide academic and career counseling to assist pupils.	All	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	See 1.1.19
1.10.19 Provide electronic databases for increased access to expository texts.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$22,000 Res.3010 Obj.5840 Mgt.LC01
1.11.19 Provide for necessary changes to infrastructure technology to stay current and meet the needs of students for college readiness.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$200,000 Res.0400 LCFF Obj.6450 Mgt.LC01
1.12.19 Purchase devices for pupil use during testing and in	All	_X_ALL	$100,000

classrooms reducing ratio to 1:1.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Res.0400 LCFF Obj. 4310 Mgt. LC01
1.13.19 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.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$38,000 Res.3010 Obj. 1140 $4,931 Res.3010 Obj. 3xxx Mgt. LC01 $12,000 Res.3010 Obj. 1130 Mgt.LC01 $1,972 Res.3010 Obj.3xxx Mgt. LC01
1.14.19 Purchase additional instructional materials to assist Moderate to Severely disabled access to CCSS.	Victor Valley, Adelanto, Silverado	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000 Res.0400 LCFF Obj.4310 Mgt.LC01
1.15.19 Provide credit recovery support for low income, at promise pupils at the high school sites.	All	__ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$125,000 Res.3010 Obj.5840 Mgt. LCLI
1.16.19 Monitor Suspension and expulsion rates.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
1.17.19 Increase the rate of reclassification of EL Pupils by 2% annually.	All	_ _ALL OR: __Low Income pupils _X_English Learners	$2,000 Res.0790 Obj.5890

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Mgt.LCEL
1.18.19 Monitor R-FEP pupil achievement at 6, 12, 18 and 24 month intervals.	All	_ _ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
1.19.19 Ensure Foster Youth District liaison has adequate training, knowledge, time and resources to carry out responsibilities (Ed. Code 48853.5) to reduce the effects of mobility for our foster youth.	All	_ _ALL OR: __Low Income pupils __English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Res.3010 Obj.5220 Mgt. LCFY
1.20.19 District staff will attend and provide professional development on homeless and foster youth.	All	_ _ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)____Homeless_____	$5,000 Res.3010 Obj.5220 Mgt. LCFY
1.21.19 Create, maintain and update a database for Foster Youth contact information.	All	_ _ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
1.22.19 Provide Foster Youth with needed school supplies upon identification.	All	_ _ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient _X_Other	$8,000 Res.3010 Obj.4310 Mgt.LC01

		Subgroups:(Specify)__Homeless_____	
1.23.19 CWA workshops on suspensions, expulsions and other means of correction	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
1.24.19 Employ 6 FTE Intervention Counselors.	VVHS, SHS,AHS,CIMS, LLA, HJH	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$362,262 Res. 3010 Obj. 1220 Mgt. LC01 $144,569 Res. 3010 Obj. 3xxx Mgt. LC01
1.25.19 Employ a Coordinator of English Learner Programs and Interventions.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$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 Obj. 3xxx Mgt. LCEL $43,917 Res. 0790 Obj. 1316 Mgt. LCEL $13,508 Res. 0790 Obj. 3xxx

			Mgt. LCEL
1.26.19 Employee two Technology Specialists.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$146,076 Res. 0400 Obj. 2213 Mgt. LC01 $71, 388 Res. 0400 Obj. 3xxx Mgt. LC01

GOAL: 2	***Develop a family engagement and support program to educate parents and guardians about students' post-graduation options.***	Related State and/or Local Priorities: 1_X_ 2__3__ 4_X_ 5_X_ 6__ 7_X_ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	VVUHSD needs to increase parent/ guardian participation at both the site and district level. *Anecdotal data indicates that academic and governance meetings are not as well attended as sports, etc.* Research shows the positive importance of parent participation in the education of children. *Parent participation is low at all sites as marked by attendance at ELAC and SSC.* District data indicates that 73% of our parents reported that they had not attended college *Our community wishes to have greater access to post-secondary information* 21.6% of our students are CSU/ UC A-G prepared for a four year institution of study Create a systematic approach to intervention for at promise students. *VVUHSD does not have a cohesive, district-wide plan to address interventions.* Percent of English Learners who made progress towards English Proficiency *Students making progress dropped by 7% to 60% in 2015-16* Students receiving a grade of D or F in core subject areas *9,997 D and F grades were given by course in Semester 2 of 2015-16*
Goal Applies to:	Schools: All schools Applicable Pupil Subgroups: All groups

LCAP Year 1: 2016-17	
Expected Annual Measurable	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,*

Outcomes:	*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 sub-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 sub-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% *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* 8. Increase enrollment in AP Courses by 2% *Metric: Student Achievement/ Share of students enrolled in AP courses* 9. Increase AP pass rate by 2% *Metric: Student Achievement/ Share of students that pass AP exams with a 3 or higher* 10. Monitor the rate of college bound pupils *Metric: Student Achievement/Graduates Completing UC/CSU Required Courses* 11. Continue partnership with UC Berkeley Chancellor's Office for Destination College *Local Metric: Contract with Destination College/ Student Surveys* 12. Pupils provide their voice through forums and surveys *Local Metric: California Healthy Kids Survey/ Student Surveys* 13. Increase by 3% of pupils attaining proficiency as measured by CASPP in grades 7,8, and 11 in ELA and Math *Metric: Student Achievement/ Performance on CAASPP and Subgroup Performance* 14. 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* *16.* Reduction in UCOP complaints *Metric: Basic Services / Williams Uniform Complaint Procedure*

Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures
2.1.17 Invite parents to participate in college field trips with their students at both the middle and high school level.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 Res.3010 Obj. 5720 Mgt.LCLI
2.2.17 Host bilingual presentations on high school planning and/ or college & career planning.	All	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,000 Res.0790 Obj.5890 Mgt.LCEL $4,000 Res. 0790 Obj. 2230 Mgt. LCEL $950 Res.0790 Obj.3xxx Mgt.LCEL
2.3.17 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.	All high schools and parent choice campuses	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,000 Res.3010 Obj.5890 Mgt.LCLI $4,000 Res. 3010 Obj. 2230 Mgt. LCLI $950 Res.3010 Obj.3xxx Mgt.LCLI
2.4.17 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.	All high schools and parent choice campuses	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,000 Res.3010 Obj.5890 Mgt.LC02 $4,000 Res. 0790 Obj.2230 Mgt. LCEL $950

			Res.0790 Obj.3xxx Mgt.LCLI
2.5.17 Employ career technicians at all campuses.	All high schools and parent choice campuses	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$159,140 Res.0400 Obj.2410 Mgt.LC02 $89,029 Res. 0400 Obj. 3xxx Mgt. LC02
2.6.17 Support DAC, SSC, ELAC and DELAC parents in learning more about educational initiatives (attendance at conference such as CABE).	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Res.0790 Obj.5886 Mgt.LCEL
2.7.17 Offer Plazas Communtarias for our Spanish-speaking parents.	All	_X _ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000 Res.0790 Obj.4310 Mgt. LCEL
2.8.17 Create, maintain and update a database for Foster Youth contact information.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
2.9.17 Encourage parent attendance at district meetings, both educational and informational at school sites and at the district level.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
2.10.17 Hold four parent forums annually.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$0

		__Other Subgroups:(Specify)_____	
2.11.17 Employ four Destination College Advisors.	CIMS AHS SHS UP	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$128,000 Res. 3010 Obj. 5808 LC02 Site budgets
2.18.17 Conduct an annual parent survey to reassess needs and identify priorities.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1. Increase the number of pupils who are on track to graduate from VVUHSD college and career ready *Metric: Student Achievement;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 sub-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 sub-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% *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* 8. Increase enrollment in AP Courses by 2% *Metric: Student Achievement/ Share of students enrolled in AP courses* 9. Increase AP pass rate by 2%

	Metric: Student Achievement/ Share of students that pass AP exams with a 3 or higher 10. Monitor the rate of college bound pupils *Metric: Student Achievement/Graduates Completing UC/CSU Required Courses* 11. Continue partnership with UC Berkeley Chancellor's Office for Destination College *Local Metric: Contract with Destination College/ Student Surveys* 12. Pupils provide their voice through forums and surveys *Local Metric: California Healthy Kids Survey/ Student Surveys* 13. Increase by 3% of pupils attaining proficiency as measured by CASPP in grades 7,8, and 11 in ELA and Math *Metric: Student Achievement/ Performance on CAASPP and Subgroup Performance* 14. 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*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1.18 Invite parents to participate in college field trips with their students at both the middle and high school level.	All	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 Res.3010 Obj. 5720 Mgt.LCLI
2.2.18 Host bilingual presentations on high school planning and/ or college & career planning.	All	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,000 Res.0790 Obj.5890 Mgt.LCEL $4,000 Res. 0790 Obj. 2230 Mgt. LCEL $950 Res.0790 Obj.3xxx Mgt.LCEL
2.3.18 Hold annual meetings, led by certificated staff, with	All high	_X_ALL	$4,000

parents to educate / update parents on their child(ren)'s progress towards graduation and/ or college & career readiness.	schools and parent choice campuses	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Res.3010 Obj.5890 Mgt.LCLI $4,000 Res. 3010 Obj. 2230 Mgt. LCEL $950 Res.3010 Obj.3xxx Mgt.LCLI
2.4.18 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.	All high schools and parent choice campuses	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,000 Res.3010 Obj.5890 Mgt.LC02 $4,000 Res. 0790 Obj.2230 Mgt. LCEL $950 Res.0790 Obj.3xxx Mgt.LCLI
2.5.18 Employ career technicians at all campuses.	All high schools and parent choice campuses	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$310,000 Res.3010 Obj.2410 Mgt.LC02 $168,230 Res. 3010 Obj. 3xxx Mgt. LC02
2.6.18 Support DAC, SSC, ELAC and DELAC parents in learning more about educational initiatives (attendance at conference such as CABE).	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Res.0790 Obj.5886 Mgt.LCEL
2.7.18 Encourage parent attendance at district meetings,	All	_X_ALL	$0

both educational and informational at school sites and at the district level.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.8.18 Offer Plazas Communtarias for our Spanish-speaking parents.		_X_ ALL OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000 Res.0790 Obj.4310 Mgt.LCEL
2.9.18 Hold four parent forums annually.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
2.10.18 Conduct an annual parent survey to reassess needs and identify priorities.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0

LCAP Year 3: 2018-19	
Expected Annual Measurable Outcomes:	1. Increase the number of pupils who are on track to graduate from VVUHSD college and career ready *Metric: Student Achievement; 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 sub-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* 4. Increase pupil attendance by 2% *Metric: Student Engagement/ School Attendance, Chronic Absenteeism rates* 5. Reduce the number of suspensions by 3% *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 8. Increase enrollment in AP Courses by 2% *Metric: Student Achievement/ Share of students enrolled in AP courses* 9. Increase AP pass rate by 2% *Metric: Student Achievement/ Share of students that pass AP exams with a 3 or higher* 10. Monitor the rate of college bound pupils *Metric: Student Achievement/Graduates Completing UC/CSU Required Courses* 11. Continue partnership with UC Berkeley Chancellor's Office for Destination College *Local Metric: Contract with Destination College/ Student Surveys* 12. Pupils provide their voice through forums and surveys *Local Metric: California Healthy Kids Survey/ Student Surveys* 13. Increase by 3% of pupils attaining proficiency as measured by CASPP in grades 7,8, and 11 in ELA and Math *Metric: Student Achievement/ Performance on CAASPP and Subgroup Performance* 14. 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*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1.19 Invite parents to participate in college field trips with their students at both the middle and high school level.	All	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000 Res.3010 Obj. 5720 Mgt.LCLI
2.2.19 Host bilingual presentations on high school planning and/ or college & career planning.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,000 Res.0790 Obj.5890 Mgt.LCEL $4,000 Res. 0790 Obj. 2230 Mgt. LCEL $950 Res.0790 Obj.3xxx Mgt.LCEL

2.3.19 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.	All	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$4,000 Res.3010 Obj.5890 Mgt.LCLI $4,000 Res. 3010 Obj. 2230 Mgt. LCEL $950 Res.3010 Obj.3xxx Mgt.LCLI
2.4.19 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.	All	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$4,000 Res.3010 Obj.5890 Mgt.LC02 $4,000 Res. 0790 Obj.2230 Mgt. LCEL $950 Res.0790 Obj.3xxx Mgt.LCLI
2.5.19. Employ career technicians at all campuses.	All	_X_ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$310,000 Res.3010 Obj.2410 Mgt.LC02 $168,230 Res. 3010 Obj. 3xxx Mgt. LC02
2.6.19 Support DAC, SSC, ELAC and DELAC parents in learning more about educational initiatives (attendance at conference such as CABE).	All	__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5,000 Res.0790 Obj.5886 Mgt.LCEL

2.7.19 Offer Plazas Communtarias for Spanish-speaking parents.		__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2,000 Res.0790 Obj.4310 Mgt.LCEL
2.8.19 Encourage parent attendance at district meetings, both educational and informational at school sites and at the district level.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
2.9.19 Hold four parent forums annually.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
2.10.19 Conduct an annual parent survey to reassess needs and identify priorities.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
2.11.19 District will provide financial resources for the cost of fingerprinting and conducting background clearances for parent volunteers.	All	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$7,500 Res.3010 Obj.5860 Mgt.LC02

GOAL: 3	***Provide and encourage extensive career exploration opportunities through increased elective offerings and academic guidance***.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4_X_ 5_X_ 6_X_ 7_X_ 8__ COE only: 9__10__ Local: Specify _____
Identified Need:	VVUHSD needs to improve and increase the opportunities for our students to explore greater career related experiences. *Stakeholder surveys, Strategic Planning Team identified need*	

	Research indicates that the greater the engagement and attachment to a school, the less likely a student is to drop out. The district identifies a need to increase counseling support for students interested in exploring career opportunities. *Stakeholder surveys, Strategic Planning Team identified need* Increase the number of opportunities available for our students in CTE / ROP *Stakeholder surveys, Strategic Planning Team identified need*
Goal Applies to:	Schools: All schools Applicable Pupil Subgroups: All subgroups

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	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 sub-groups *Metric: Student Engagement: Dropout rate*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1.17 Assure, through the Bridge Program, aligned with Victor Valley College, the priority registration for our students in the fall following their senior year.	All high schools and parent choice campuses	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$8,000 Res.3010 Obj.5808 Mgt.LC03
3.2.17 Increase career and/ or college oriented counseling.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
3.3.17 Provide support for educational study trips.	All	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Res.3010 Obj.5886 Mgt.LC02 $5,000 Res.3010 Obj.5806 Mgt.LC02
3.4.17 Explore greater opportunities for the district and business community to strengthen ties.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$45,367 Res. 6520 Obj. 2410 Mgt.LC03

		__Other Subgroups:(Specify)_____	$25,867 Res. 6520 Obj. 3xxx Mgt.LC03

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	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. Increased elective offerings at middle school focused on career choices *Metric: Course Access: Local Metric: Course/ Master schedules in middle school* 3. Reduction in HS dropout rate 2% for all sub-groups *Metric: Student Engagement / Dropout rate for High School*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1.18 Offer district and/ or site celebrations to include, but not limited to: National College Signing Day, Pathway Completion or Certificate Achievement.	All high schools and parent choice campuses	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$8,000 Res.3010 Obj.4310 Mgt.LC03
3.2.18 Middle schools offer elective wheel courses to foster career interests.	UP CIMS LLA HJH	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
3.3.18 Provide support for educational study trips.	All	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Res.3010 Obj.5886 Mgt.LC02 $5,000 Res.3010 Obj.5806 Mgt.LC02
3.4.18 Explore greater opportunities for the district and business community to strengthen ties.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$45,367 Res. 6520 Obj. 2410 Mgt.LC03 $25,867 Res. 6520 Obj. 3xxx

			Mgt.LC03

LCAP Year 3: 2018-19	
Expected Annual Measurable Outcomes:	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. Increased elective offerings at middle school focused on career choices *Metric: Course Access: Local Metric: Course/ Master schedules in middle school* 3. Reduction in HS dropout rate 2% for all sub-groups *Metric: Student Engagement / Dropout rate for High School* 4. Increased ties to the local business community *Local Metric: Internships and opportunities related to the business community*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1.19 Counseling and administration will work with local community colleges (specifically Victor Valley) to establish/ maintain a concurrent enrollment program with a possible outcome of students receiving an AA or AS degree upon completion from high school.	All high schools and parent choice campuses	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
3.2.19 Counselors, through orientations and registration materials, will promote all available pathways for optimal student choice regarding college and career focus.	All high schools and parent choice campuses	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
3.3.19 Provide support for educational study trips.	All	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Res.3010 Obj.5886 Mgt.LC02 $5,000 Res.3010 Obj.5806 Mgt.LC02
3.4.19 Explore greater opportunities for the district and	All	__ALL	$45,367

business community to strengthen ties.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Res. 6520 Obj. 2410 Mgt.LC)3 $25,867 Res. 6520 Obj. 3xxx Mgt.LC03

Goal: 4	***Expand interventions to graduate students, on time, prepared for college and career.***	Related State and/or Local Priorities: 1__ 2__3__ 4_X_ 5_X_ 6__ 7__ 8_X_ COE only: 9__10__ Local: Specify _____

Identified Need:	Research shows that grade 7 and 9 are pivotal years for student achievement. VVUHSD recognizes the need to intervene for our at risk students of all sub-groups. *Strategic planning team members, LCAP Stakeholders and surveys indicate that this is a priority* District data indicates that a large number of students are at risk in math. *CAASPP data: Proficiency for grade 7 is 13%, Grade 8 is 16% and Grade 11 is 21%* Increase the number of pupils attaining proficiency as measured by CASPP in grades 7,8, and 11 in ELA and Math *2014-15 Baseline data for all students Grade 7 ELA, 30% and Math, 13%, Grade 8 ELA, 32% and Math 16%, and Grade 11 ELA, 47% and Math, 21%* VVUHSD has a high number of pupils receiving a letter grade lower than C- in Mathematics *9,977 grade of C- or lower were received by students in the Second Semester of 2016* Increase pupils enrolled in A-G classes *VVUHSD experienced growth of 2,000 more seats in A-G classes in 15-16* Increase enrollment in AP Courses *278 Additional AP courses were taken in 15-16* Increase AP examinations pass rate *VVUHSD saw 30 more students passing with score of 3 or higher* Reduce VVUHSD Dropout rate *VVUHSD has a 17.2% cohort dropout rate*
	Schools: ALL
	Applicable Pupil Subgroups: All subgroups

LCAP Year 1: 2016-17

	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* *Local Metric: Aeries data on enrollment* 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 sub-groups *Metric: Student Engagement/ Middle School Dropout rate. High School Dropout rate, High School Graduation rate*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1.17 Continue and expand programs to encourage and reward positive attendance, as well as focus on chronic absenteeism with parent meetings, SARB, and home visits.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$16,000 Res.3010 Obj.4310 Mgt.LC04
4.2.17 Student access to our student information system to begin in Grade 7 to foster buy-in and responsibility for their own student performance.	Lakeview, CIMS, Hook and UP	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
4.3.17 Provide a transition day for incoming students (elementary to middle and middle to high).	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$8,000 Res.0400 LCFF Obj. 4310 Mgt.LC04 $8,000 Res.0400 LCFF Obj. 4331 Mgt.LC04
4.4.17 Create 7th / 0 period SAT and ACT Prep classes at the high school level.	Adelanto, Victor Valley,	_X_ALL OR:	Site funded $20,250 Res 3010

	Silverado, UP	__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Obj .1130 Mgt 0000
4.5.17 Sites to provide bus transportation for students to attend 7th and 0 period classes.	Adelanto, Victor Valley, Silverado, UP	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Site funded $21,000 Res 3010 Obj .5806 Mgt 0000
4.6.17 Offer mock SAT and ACT exams at the high school level.	Adelanto, Victor Valley, Silverado, , UP	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Site funded $20,250 Res 3010 Obj .1130 Mgt 0000
4.7.17 Support / Encourage students to exceed the minimum A-G requirements and take addition years of core classes.	Adelanto, Victor Valley, Silverado, CIMS, UP	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
4.8.17 Staff two Math TOA \ to ensure support for all Math teachers and students.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$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%
4.9.17 Videotape and share exemplary math teachers demonstrating best practices.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$0

		__Other Subgroups:(Specify)_____	
4.10.17 Expand summer school to offer enrichment classes.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$150,000 Res.3010 Obj.1130 Mgt.LC04 $24,657 Res. 3010 Obj. 3xxx Mgt.LC04
4.11.17 Expand credit recovery options for students to include, but not limited to: paper/ online providers for identified sub-groups.	All	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_____SPED_____	$50,000 Res.0400 LCFF Obj.5840 Mgt.LC04
4.12.17 Provide EAP remediation through ERWC course work.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
4.13.17 Transition non-graduation early as possible into Adult Ed through involuntary transfers, if necessary.	Adelanto, Victor Valley, Silverado, CIMS, UP	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
4.14.17 Additional Instructional Support for HJH (Asst. Principal)	HJH	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$92,774 Res.0400 Obj.1313 Mgt.LCO4 $33,120 Res.0400 Obj.3xxx Mgt.LC04
LCAP Year 2: 2017-18			

Expected Annual Measurable Outcomes:	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 or higher* 6. Reduction in the Dropout rate by 2% for all sub-groups *Metric: Student Engagement/Middle School Dropout rate, High School Dropout rate, High School Graduation rate*		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1.18 Provide 7th and 9th grade students access to a dedicated intervention counselor.	Adelanto, Victor Valley, Silverado, CIMS, UP, Hook, Lakeview	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
4.2.18 Implement incentive programs for student improvement and achievement.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$16,000 Res.3010 Obj.4310 Mgt. LC04
4.3.18 All students meet with their intervention counselors in grades 7 and 9 to establish tentative goals to plan for college and career readiness.	Adelanto, Victor Valley, Silverado, CIMS, UP, Hook, Lakeview	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
4.4.18 7th and 9th grade students who at the end of first quarter are receiving D and or F's will meet regularly with their intervention counselor to support their achievement of	Adelanto, Victor Valley,	_X_ALL OR: __Low Income pupils __English Learners	$0

college and career readiness.	Silverado, CIMS, UP, Hook, Lakeview	__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.5.18 Provide study materials in our libraries for students to check out for SAT and ACT prep.	Adelanto, Victor Valley, Silverado, CIMS, UP, Lakeview	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$12,000 Res.3010 Obj.4210 Mgt.LC04
4.6.18 Embed post-high school testing preparation and signing up for fee waivers school-wide by grade level.	Adelanto, Victor Valley, Silverado, CIMS, UP, Lakeview	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$120,000 Res.0000 Obj.5886 Mgt.LC04
4.7.18 Provide RtI support before and / or after school.	Adelanto, Victor Valley, Silverado, CIMS, UP, Hook, Lakeview	_ _ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$160,000 Res.0400 LCFF Obj.1130 Mgt. LCLI $26,301 Res. 0400 LCFF Obj.3xxx Mgt. LCLI
4.8.18 Explore breaking math into semesters and offer remediation of first semester during the same year.	Adelanto, Victor Valley, Silverado, CIMS, UP, Hook, Lakeview	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
4.9.18 Provide 0 and / or 7th grader period for credit recovery at the comprehensive high school sites.	Adelanto, Victor Valley, Silverado	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$40,000 Res. 3010 Obj. 1130 Mgt.LC04 $6,575. Res. 3010 Obj. 3xxxx

			Mgt.LC04
4.10.18 Offer students the ability to take chapters or units of study with another teacher (0/ 7th period) and receive credit for their learning.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$8,000 Res. 3010 Obj. 1130 Mgt.LC04 $1,315 Res. 3010 Obj.3xxx Mgt. LC04
4.11.18 Expand the Adult Ed program to encompass more non-graduating students.	Adelanto, Victor Valley, Silverado	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$80,000 Res6391 Obj.1110 Mgt.LC04 Res.6391 Obj.3xxx Mgt.LC04

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	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 or higher* 6. Reduction in the Dropout rate by 2% for all sub-groups *Metric: Student Engagement/Middle School Dropout rate, High School Dropout rate, High School Graduation rate*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1.19 Ensure that all middle schools and alternative education schools have access to a career / college highly trained technician.	All	_X_ALL OR: __Low Income pupils __English Learners	$0

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.2.19 Establish a yearly parent meeting, with language translation, with the intervention counselors for the purpose of explaining college and career paths and interventions and supports available.	All	__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _XRedesignated fluent English proficient __Other Subgroups:(Specify)_____	$8,000 Res.0790 Obj.2230 Mgt.LC04
4.3.19 Provide articulation and collaboration between middle and high schools (Bridge program from 8th to 9th grade).	Adelanto, Victor Valley, Silverado, CIMS, UP, Hook, Lakeview	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$40,000 Res.3010 Obj.1110 Mgt.LC04 $6,575 Res. 3010 Obj. 3xxx Mgt. LC04
4.4.19 Employ such programs as Youth Build and AmeriCorps initiatives within our district to invest in non-college bound students.	Adelanto, Victor Valley, Silverado, CIMS, UP, Lakeview	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
4.5.19 Partner with local businesses to create apprenticeships within different industries.	Adelanto, Victor Valley, Silverado, CIMS, UP, Lakeview	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
4.6.19. Partner with trade or vocational schools, the City of Victorville or Adelanto to train students with essentials skills or provide for volunteer hours.	Adelanto, Victor Valley, Silverado CIMS, UP, Lakeview	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
4.7.19 Continue and expand CTE Perkins programs at all high school sites through alignment of the programs to meet the current labor market and collaboration and partnerships	Adelanto, Victor Valley,	_X_ALL OR: __Low Income pupils __English Learners	$200,000 Res.0400 Obj.1110

between post-secondary institutions.	Silverado, CIMS, UP, Lakeview	__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Mgt. LC04
4.8.19 Introduce SAT and ACT concepts beginning in the 8th grade.	CIMS, UP, Lakeview, Hook	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0

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.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5_X_ 6_X_ 7__ 8_X_ COE only: 9__ 10__ Local : Specify _____

Identified Need:	Provide high quality professional development for all staff to ensure safety, quality first instruction and improved career and college counseling for our students. *VVUHSD's LCAP online survey indicates a desire by stakeholders to continue to experience professional development opportunities* Certificated and classified staff require training to stay current and facilitate student achievement *CSEA contract, LCAP online survey indicates teachers want to continue to receive professional development for growth*
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All subgroups

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	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 or higher* 6. Reduction in the Dropout rate by 2% for all sub-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*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1.17 Establish a professional development committee that empowers stakeholders in the planning, implementation and coordination of professional development opportunities.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$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
5.2.17 Create one central location to store information regarding professional development that is easily accessible.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
5.3.17 Ensure that the professional development process has an evaluative inquiry process.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
5.4.17 Provide workshops/ professional development opportunities to enhance the practices, safety and security of our students and staff.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$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
5.5.17 Provide sites additional professional development and instructional support in ELA and Math by employing 2 FTE Coordinators	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$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

LCAP Year 2: 2017-18	
Expected Annual Measurable Outcomes:	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 or higher* 6. Reduction in the Dropout rate by 2% for all sub-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*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1.18 Maintain a professional development committee that empowers stakeholders in the planning, implementation and coordination of professional development opportunities.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000 Res.3010 Obj.2000 Mgt.LC05 $1,000 Res.3010 Obj.1130 Mgt.LC05 $402 Res. 3010 Obj.3xxx Mgt.LC05
5.2.18 Support a professional development committee that empowers stakeholders in the planning, implementation and coordination of professional development opportunities.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
5.3.18 Maintain one central location to store information regarding professional development that is easily accessible.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
5.4.18 Employ an evaluative inquiry process to monitor and guide district professional development.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0

5.5.18 Provide workshops/ professional development opportunities to enhance the practices, safety and security of our students and staff.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$70,000 Res.0400 LCFF Obj. 2000 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
5.6.18 Provide additional Professional Development and instructional support for teachers through professional development and instructional support provided by the Math and ELA Coordinators.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$46,167 Res. 4035 Obj. 1316 Mgt. LC05 $195,647 Res. 3010 Obj. 1316 LC05 $46,701 Res. 3010 Obj. 3xxx Mgt. LC05

LCAP Year 3: 2018-19	
Expected Annual Measurable Outcomes:	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 or higher* 6. Reduction in the Dropout rate by 2% for all sub-groups *Metric: Student Engagement/Middle School Dropout rate. High School Dropout rate, High School Graduation rate*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1.19 Maintain a professional development committee that empowers stakeholders in the planning, implementation and coordination of professional development opportunities.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000 Res.3010 Obj.2000 Mgt.LC05 $1,000 Res.3010 Obj.1130 Mgt.LC05 $500 Res. 3010 Obj.3xxx Mgt.LC05
5.2.19 Maintain one central location to store information regarding professional development that is easily accessible.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
5.3.19 Ensure that the professional development process has an evaluative inquiry process.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
5.4.19 Provide workshops/ professional development opportunities to enhance the practices, safety and security of our students and staff.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$70,000 Res.0400 LCFF Obj. 2000 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
5.5.19 Provide sites additional professional development and instructional support in ELA and Math by employing 2 FTE Coordinators.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$46, 167 Res. 4035 Obj. 1316 Mgt. LC05 $11,675 Res. 4035 Obj. 3xxx Mgt. LC05 $195, 647 Res. 3010 Mgt. LC05 $46,701 Res. 3010 Obj. 3xxx Mgt. LC05

Goal: 6	Establish district-wide uniformity in procedures, policies and materials to ensure effective implementation of district initiatives designed to increase student achievement.	Related State and/or Local Priorities: 1_X_ 2__ 3_X_ 4___ 5__ 6___ 7__ 8_ COE only: 9__ 10__ Local: Specify _____

Identified Need:	A LCAP VVUHSD survey and the 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.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All subgroups

LCAP Year 1: 2016-17

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1.17 Define and promote VVUHSD expectations for staff, students and parents.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
6.2.17 Maximize use of the district website as an essential tool to communicate and provide resources to all stakeholders.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$13,700 Res.0400 Obj. 5840 Mgt. LC06
6.3.17 Provide annual training for all staff on district policies and procedures, as well as customer service expectations.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Goal 5.4.17
6.4.17 Establish a committee to review and update protocols	All	_X_ALL	$1,000

and procedures on an annual basis.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Res.3010 Obj. 21xx 22xx 24xx 29xx Mgt.LC06 $1,000 Res.3010 Obj.1130 Mgt.LC06 $402 Res. 3010 Obj.3xxx Mgt.LC06

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	1. Reduction in staff and public concerns *Local Metric: Staff survey and parent surveys* *Metric: Basic Services: Uniform Complain Procedure*		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1.18 Maximize use of the district website as an essential tool to communicate and provide resources to all stakeholders.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$13,700 Res.0400 Obj. 5840 Mgt. LC06
6.2.18 Provide annual training for all staff on district policies and procedures, as well as customer service expectations.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See goal 5.4.18
6.3.18 Conduct committee meetings to review and update protocols and procedures on an annual basis.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$1,000 Res.3010 Obj. 21xx 22xx 24xx 29xx

		__Other Subgroups:(Specify)_____	Mgt.LC06 $1,000 Res.3010 Obj.1130 Mgt.LC06 $402 Res. 3010 Obj.3xxx Mgt.LC06
Expected Annual Measurable Outcomes:	1. Reduction in staff and public concerns *Local Metric: Staff survey and parent surveys* ~~*Metric: Basic Services: Uniform Complain Procedure*~~		

LCAP Year 3: 2018-19

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1.19 Maximize use of the district website as an essential tool to communicate and provide resources to all stakeholders.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$13,700 Res.0400 Obj. 5840 Mgt. LC06
6.2.19 Provide annual training for all staff on district policies and procedures, as well as customer service expectations.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See goal 5.4.18
6.3.19 Conduct committee meetings to review and update protocols and procedures on an annual basis.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000 Res.3010 Obj.2000 Mgt.LC06 $1,000 Res.3010 Obj.1130 Mgt.LC06 $402 Res. 3010 Obj.3xxx Mgt.LC06.

Goal 7:	Increase student academic success through attendance, responsible behavior, positive attitudes, increased graduation rates, and preparation for college and career.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local: Specify _____

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.* Focus on student wellness and safety while fostering positive student / adult relationships on all campuses. *Student Forums and the California Healthy Kids Survey indicate a need to foster increased student / adult relationships.* *Increase PBIS participation at all sites.*
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All subgroups

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	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 sub-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*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.1.17 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.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 District Res.3010 Obj. 4310 Mgt.LC07
7.2.17 Expand alternative education programs for all levels of students.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$150,000 Res.6391 Obj.1130 Mgt.LC07 $24,657 Res. 3010 Obj. 3xxx

			Mgt.LC07
7.3.17 Review criteria for placement at Goodwill Education Center (GEC).	All High and Parent Choice Schools GEC	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
7.4.17 Individual sites will provide transportation for intervention programs.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
7.5.17 Provide professional development for counselors, administrators and registrars.	All	__ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient _XOther Subgroups:(Specify)__Homeless_____	$10,000 Res.4035 Obj.1220 Mgt.LC07 $10,000 Res.4035 Obj. 5220 $1,644 Res. 4035 Obj.3xxx Mgt. Lc07
7.6.17 Modify and employ behavior expectation standards per site and district-wide descriptive matrix.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
7.7.17 Continue / expand Positive Behavior Intervention & Supports (PBIS) at all sites.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$40,000 district funded Res.4035 Obj.1140 Mgt.LC07 $6,575 Res.4035 Obj.3xxx Mgt. LC07 Remainder site

			based
7.8.17 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.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
7.9.17 Employee a Public Relations Media Specialist.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$57,250 Res. 0400 Obj. 2313 Mgt. LC07 $22,631 Res. 0400 Obj. 3xxx Mgt. LC07

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	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 sub-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* 6. Increased Parent Engagement *Local Metric: Parental Involvement /Parent Forum feedback, Parent surveys, Attendance records at sites for parental involvement* 7. Increased enrollment in Adult Ed programs *Local Metric: Adult Education enrollment*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.1.18 Provide a dedicated manager for the Student Attendance Review Board process.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$40,000 Res.0400LCFF Obj. 1316 Mgt.LC07

		__Other Subgroups:(Specify)_____	$14,656 Res 0400 LCFF Obj. 3xxx Mgt. LC07
7.2.18 Develop a General Education Diploma (GED) program.	GEC	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$15,000 Res.0400 LCFF Obj.1130 Mgt.LC07 $2,466 Res.0400 LCFF Obj. 3xxx Mgt. LC07
7.3.18 Develop an open choice program for Special Education students ages 18-22.	Adelanto, Silverado, Victor Valley	_ _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)___SWD_____	$45,000 Res.0400 LCFF Obj.2000 Mgt.LC07 $27,769 Res.0400 LCFF Obj. 3xxx Mgt. LC07
7.4.18 Maintain a parent engagement center with a parent coordinator to ensure the needs of the district, students and parents are being met both and physically at all sites.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$400,000 Res.3010 Obj. 2000 Mgt.LC07 $119,345 Res. 3010 Obj.3xxx Mgt. LC07 $40,000 Res. 3010 Obj. 4310 Mgt. LC07
7.5.18 Collaborate with outside agencies to provide a collaborative network with referral resources for housing, food, clothing and health service.	All	_ _ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)__Homeless_____	$200,000 Res.3010 Obj.5808 Mgt.LC07

7.6.18 Employee a Public Relations Media Specialist.	All	_X _ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)__Homeless_____	$57,250 Res. 0400 Obj. 2313 Mgt. LC07 $22,631 Res. 0400 Obj. 3xxx Mgt. LC07

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	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 sub-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* 6. Increased Parent Engagement *Local Metric: Parental Involvement /Parent Forum feedback, Parent surveys, Attendance records at sites for parental involvement*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.1.19 Expand clinical counseling resources for students and families utilizing local counseling and community support agencies (such as: Desert Mountain SELPA, County Mental Health Services).	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,000 Res.0400LCFF Obj.5808 Mgt.LC07
7.2.19 Maintain a parent engagement center with instructors to provide classes including but not limited to English and parenting topics.	All	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$400,000 Res.3010 Obj. 2000 Mgt.LC07 $119,345 Res. 3010 Obj.3xxx Mgt. LC07

			$40,000 Res. 3010 Obj. 4310 Mgt. LC07
7.3.19 Develop and maintain a grant writing position to secure funding for additional support services for students and parents and for safety (position funded largely through the grants).		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$20,000 Res.3010 Obj.5808 Mgt.LC07
7.4.19 Employee a Public Relations Media Specialist.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$57,250 Res. 0400 Obj. 2313 Mgt. LC07 $22,631 Res. 0400 Obj. 3xxx Mgt. LC07

Goal: 8	Ensure comprehensive safety standards for constantly evolving needs district-wide to include security and facilities.	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6_X_ 7__ 8__ COE only: 9__ 10__ Local: Specify _____

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 site drills. In order to strengthen site disaster plans, VVUHSD sees the need to increase preventative procedures.	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All subgroups

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	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*

Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures
8.1.17 Implement a district-wide safety plan for all school sites and departments.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
8.2.17 Provide all personnel with primary and backup roles in the event of a disaster.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
8.3.17 Ensure police, School Resource Officer (SRO) and emergency responders are included in the creation of the safety plans.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
8.4.17 Explore grants to fund increased safety precautions.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
8.5.17 Provide regular staff trainings on safety-plans district-wide.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See goal 5.4.17
8.6.17 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.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
8.7.17 Establish a district-wide safety committee to perfume	All	_X_ALL	$0

site assessments to determine potential liabilities and create timelines to address both correction and prevention		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
8.8.17 Include fire, police, corrections, probation, SROs, Neighborhood Watch and emergency responders on the committee and in collaboration for the creation of policies and procedures.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	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*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
8.1.18 Monitor a district-wide safety plan for all school sites and departments.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
8.2.18.Ensure police, School Resource Officer (SRO) and emergency responders are included in the creation of the safety plans.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
8.3.18 Explore grants to fund increased safety precautions.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
8.4.18 Provide regular staff trainings on safety-plans district-wide.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See goal 5.5.18

8.5.18 Utilize a quarterly calendar of required safety drills (fire, earthquake, and intruder) in compliance with California Education Code, to include submission of evidence to Risk Management.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
8.6.18 Maintain a district-wide safety committee to perfume site assessments to determine potential liabilities and create timelines to address both correction and prevention.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	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*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
8.1.19 Monitor a district-wide safety plan for all school sites and departments.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
8.2.19 Ensure police, School Resource Officer (SRO) and emergency responders are included in the creation of the safety plans.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
8.3.19 Explore grants to fund increased safety precautions.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
8.4.19 Provide regular staff trainings on safety-plans district-	All	_X_ALL	See 5.5.19

wide.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
8.5.19 Utilize a quarterly calendar of required safety drills (fire, earthquake, and intruder) in compliance with California Education Code, to include submission of evidence to Risk Management.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
8.6.19 Maintain a district-wide safety committee to perfume site assessments to determine potential liabilities and create timelines to address both correction and prevention.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0

Annual Update

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

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

<table>
<tr><td>Original GOAL from prior year LCAP:</td><td colspan="2">Goal 1:
Increase the number of pupils who are on track to graduate from VVUHSD college and career ready</td><td>Related State and/or Local Priorities:
1_X 2_X 3_ 4_X 5_X 6_X 7_X 8_X
COE only: 9__ 10__

Local : Specify _____</td></tr>
<tr><td>Goal Applies to:</td><td colspan="3">Schools: All
Applicable Pupil Subgroups: All</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td>1. Increase the number of pupils who are on track to graduate from VVUHSD college and career ready
Metric: Student Achievement/ Performance on SBAC, Graduation Rate, Graduates completing UC/CSU Required Courses, AP Enrollment, AP pass rates, EAP results
Metric: Course Access/ Aeries data on course enrollment
Local Metric: Student Achievement/ Semester grades
Metric: Other Student Outcome/ National Merit Scholars, CSF members. Participation in county and state academic events
Metric: CCSS Implementation/ Professional Development for Teachers
Metric: Basic Services/ Student Access to standards-aligned instructional materials
2. Provide for a 2% increase in graduation for the following sub-groups: Hispanic, Asians, Filipino, African American, White, English Learners, Special Ed Low Income and Foster Youth
Metric: Student Achievement/ Performance on SBAC tests, API Growth and Subgroup performance, Graduation rates, Graduates Completing UC/'CSU Required Courses
3. Reduction in the Dropout rate by 2% for all sub-groups
Metric: Student Engagement/ Middle School Dropout rate. High School Dropout rate, High School Graduation rate</td><td>Actual Annual Measurable Outcomes:</td><td>1. 2014-15 Academic year provided the baseline for achievement for VVUHSD as measured by the CAASPP. In addition, the EAP results were incorporated into the CAASPP results, thus establishing the baseline for EAP as well CAASPP proficiency data is as follows:
<table><tr><td></td><td>ELA</td><td>Math</td></tr><tr><td>Grade 7</td><td>30%</td><td>13%</td></tr><tr><td>Grade 8</td><td>32%</td><td>16%</td></tr><tr><td>Grade 11</td><td>47%</td><td>21%</td></tr></table>Semester grades were monitored, specifically the number of students receiving D and F grades in core classes. From 2014-15 to 2015-16 there was A 7.2% reduction noted in the number of students receiving these grades.
2,000 more students gained access to A-G courses in the15-16 school year.
AP Course offerings and enrollment at each of the high and parent choice school sites increased (exception: UP with 52 fewer students enrolled). VVHS saw an increase of 278 students enrolled in AP classes. Overall, 278 more students enrolled and 30 more students received a score of 3 or higher in 2014-15.
In addition, a greater number of CIMS students, approx. 550, participated in History Day at the district and 36 students went to the County level. VVUHSD was able to send seven students to compete in the state History Day and two students were state finalists.
The district completed the adoption process for grades 7 and 8 math in 2014-15 with the materials fully available in 2015-16. These teachers received two full days of training on the new CCSS math materials. This was the implementation year.</td></tr>
</table>

4. Increase pupil attendance by 2%

   Metric: Student Engagement/ School Attendance, Chronic Absenteeism rates
5. Reduce the number of suspensions by 3%

   Metric: Student Engagement/ Student Suspension rates
6. Increase CAHSEE pass rate for grade 10 by 4%, for Grades 11 and 12 by 7%

   Metric: Student Achievement/ CAHSSEE pass rate data
7. Increase pupils enrolled in A-G classes by 2%

   Metric: Student Achievement/ Graduates Completing UC/CSU Required Course
   Local Metric: Aeries data on enrollment
8. Increase enrollment in AP Courses by 2%

   Metric: Student Achievement/ Share of students enrolled in AP courses
9. Increase AP pass rate by 2%

   Metric: Student Achievement/ Share of students that pass AP exams with a 3 or higher
10. Monitor the rate of college bound pupils

    Metric: Student Achievement/ Graduates Completing UC/CSU Required Courses
11. Continue partnership with UC Berkeley Chancellor's Office for Destination College

    Local Metric: Contract with Destination College/ Student Surveys
12. Pupils provide their voice through forums and surveys

    Local Metric: School Climate/ Student Surveys
13. Increase by 3% of pupils attaining proficiency as measured by CASPP in grades 7,8, and 11 in ELA and Math

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

14. Decrease by 5% the number of pupils receiving a

Additionally, the adoption process, including a pilot, for Integrated Math I, II and II, was completed this year and the materials will be available at the start of the 2016-17 school year for implementation.
The district began the adoption process of ELA CCSS materials. Materials were reviewed and teachers were trained on the State Framework. Teacher chose two publishers' materials to pilot in the fall of 2016.

2. Cohort Graduation rate for 2014-15 was 76.9% showing a slight increase of 0.1% over the previous year.

3. Cohort Dropout rate data for 2014-15 was17.2% showing an increase of 0.7% over the previous year.

4. Attendance data demonstrates some growth by all sites. In particular, district attendance rose 1.3% overall.
VVUHSD has also experienced an increase in Average Daily Attendance. The number of students attending our schools has increased from 8,868 in 2014-15 to 9,130 in 2015-16. This represents an increase of 2.8%.

5. The number of days of suspensions in the district has dropped 8.9% from the number of 2014-15.*

Lakeview	33%
CIMS	33%
Hook	44%
Adelanto HS	4%
Silverado HS	8%
Goodwill EC	8%
University Prep	21%
Victor Valley HS	9%

* Red indicates an increase.
The suspension changes for the following sub-groups are:*

Site	Hispanic	White	African American
Lakeview	28%	50%	46%
CIMS	50%	80%	71%
Hook	33%	28%	52%

letter grade lower than C- in both ELA and Math

Local Metric: Aeries achievement data for ELA and Math

15. Maintain and expand pupil internship opportunities through ROP/ CTE

    Metric: Other Student Outcomes/ROP/ CTE enrollment data and Perkins Grant data

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

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

Adelanto HS	13%	7%	4%
Silverado HS	13%	41%	3%
Goodwill EC	17%	83%	31%
University Prep	37%	40%	100%
Victor Valley HS	1%	23%	17%

* Red indicates an increase.

6. At the time of the LCAP drafting last year, CAHSEE pass rate was still in play as a viable measure. Subsequently, the state has suspended the administration of the CAHSEE and therefore, we are unable to report any data.

7. More students enrolled in A-G course from the previous year.

8. Pupil enrollment in AP course increased by the following: 1,087 Students enrolled in AP classes in 2015-16. This represents an increase of 278 students.

9. Data from CollegeBoard indicates an increase of 30 students receiving a score of 3 or higher.

10. The number of students completing UC/ CSU required course was 23.3% in 2014-15. For the 2015-16 academic year the number of students UC/ CSU accomplished is currently not available.

11. Campuses partnering with Destination College included Adelanto High School, Silverado High School, University Prep, and Cobalt Institute of Math and Science. Victor Valley High decided not to pursue the partnership for 2015-16. All graduates of CIMS were admitted to college.

12. VVUHSD conducted thirteen Student Forums at eight sites and held one Food Tasting event involving over four hundred students.

13. VVUHSD is awaiting the results of the 2016 administration of the SBAC in ELA and Math for grades 7, 8

			and 11. 14. District data does not reveal that we have decreased the number of students receiving a letter grade lower than C- by 7.2% in both ELA and Math as noted in data from Semester 1 to Semester 2 for the 15-16 academic year. 15. The enrollment for ROP/ CTE is as follows: 14-15 Semester 1: 2,987 14-15 Semester 2: 2,540 15-16 Semester 1: 2,537 16. The district employed four intervention teachers. As indicated previously, the number of suspensions has declined. We are awaiting CAASPP results and the API has been suspended.

LCAP Year 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1.16 Provide ongoing professional development for teachers to align instructional practices to the CCSS *Professional Development for ELA and Math teachers* *Professional Development for NGSS*	$30,000 Res. 0400 LCFF Obj. 1130 $20,000 Obj. 3xxx $3,334. Obj. 1140 $10,000 Obj. 3xxx $1,667	Professional development opportunities for our teachers included: 5 Days of ELA Lesson Study at our comprehensive High Schools 10 days of Math Lesson Study at our comprehensive high schools 1 day of CAASPP calibrations for both ELA and Math 1 day of Biology collaboration 1 day of CollegeBoard train for AP Euro Teachers 3 Days of ELA/ ELD Framework professional development 2 Days of Go Math training for 7/8th grade teachers (new	$12,134.56 Res.0400 LCFF Obj. 1130 Mgt. LC01 $1,766.79 Obj. 3xxx Res. 0400 LCFF Mgt. LC01

			adoption) 3 weekend Saturday trainings for NGSS 2 collaboration sessions for DOK 3 sessions of collaboration for Severely Handicapped teachers 3 Academic Language and Literacy in the content areas trainings at the three comprehensive high schools		
Scope of service:	All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	All District-wide ___ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_Severely Handicapped___	
1.2.16 Provide standard–aligned instructional materials to support classroom implementation of CCSS Adopt new mathematics materials Pilot new NGSS materials		$650,000 Res. 0400 LCFF Obj. 4110 Mgmt. LC01	1 day selection process for new Integrated I, II and III materials following a semester pilot Purchase of instructional materials for Integrate I, II and III There were no available materials to pilot for NGSS VVUHSD began the process of narrowing ELA materials for piloting. Piloting for ELA begins in the fall of 2016.		$135,000 $72,356 Res. 0400 Obj. 4110 Mgt. LC01 $1,115,00 Res. 0000 Obj. 4110 Mgt. 0601
Scope of service:	All sites for Math All sites for Pilot _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	All sites for ELA All sites for Math pilot _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

1.3.16 Employ *four FTE Intervention Teachers*		$450,000 Res. 3010 Obj. 1110 $442,621.50 Obj. 3xxx $7,378.50	Intervention teachers were employed at the following sites: Hook, Lakeview Leadership Academy, Silverado and Adelanto		$270,802 Res. 3010 Obj.1110 $45,140 Obj. 3xxx Mgt. LC01
Scope of service:	Lakeview LA(LLA) Hook JHS (HJHS) Silverado HS (SHS) Adelanto HS		Scope of service:	Lakeview LA (LLA) Hook JHS (HJH) Silverado HS (SHS) Adelanto HS (AHS)	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.4 .16 Training leadership in employing Multi-tier system of support		$15,000 Res. 4035 Obj. 5220 Mgmt. LC01	District leadership attended the California League of Schools Climate and Culture Conference.		$6,862 Res. 4035 Obj. 5220 Mgt. LC01
Scope of service:	All District-wide		Scope of service:	All District-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.5.16 Provide job-embedded coaching support for the implementation of CCSS in both ELA and Math Employ 2 intervention coordinators (Math and ELA)		$267,000 Res. 3010 Obj. 1316 $177,881 Obj 3xxx $54,157.65 Res. 4035 Obj.1316 $ 44,470 Obj.3xxx $13,789	Currently, VVUHSD has employed an ELA Coordinator and Math Coordinator. Both of them oversee district-wide interventions. Both of them conducted in class lesson study professional development at the comprehensive high schools. In addition, both provided training on Depth of Knowledge, led the district efforts to draft RCD Units of Study and both were involved in the respective ELA and Math adoption processes. Both coordinators chair our Instructional Advisory Boards to elicit feedback and ideas from our teaching staff in the areas of ELA and Math.		$180,485 Res. 3010 Obj. 1316 $55,943 Res. 3010 Obj. 3xxx $45,120 Res. 4035 Obj. 1316 $13,986 Res. 4035

		Mgmt. LC01		Obj. 3xxx Mgt. LC01
Scope of service:	All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
1.6.16 Provide professional development for all counselors in the National Standards for Counseling Professionals PD for Counselors		$15,000 Res. 0400 LCFF Obj. 12xx $15,000 Obj. 3xxx $2501	All district counselors received 2 full day trainings in July 2015 related to counseling and supporting students with self-injurious behaviors. Three Counselors will attend the national conference on counseling this summer in New Orleans.	$13,655 Res. 3010 Obj. 1130 $2,276 Res. 3010 Obj. 3xxx Mgt. LC01
Scope of service:	All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
1.7.16 Provide academic and career counseling to assist pupils 6 FTE Counseling positions		$590,000 Res. 3010 Obj. 1210 $580,326 Obj. 3xxx $9,674 Mgmt. LC01	Intervention counselors are employed at the following sites: Adelanto, CIMS, Hook, Silverado, Lakeview and Victor Valley.	$445,315 Res. 3010 Obj. 1210 Mgt. LC01 $74,230 Res. 3010 Obj. 3xxx Mgt. LC01 $23,273 Res. 7090 Obj. 1210 Mgt. LC01 $3,879

					Res. 7090 Obj. 3xxx Mgt. LC01
Scope of service:	AHS SHS VVHS HJHS Lakeview Leadership Academy (LLA) Cobalt Institute of Math and Science (CIMS)		Scope of service:	AHS SHS VVHS HJHS LLA CIMS	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.8.16 Provide administrators leadership training Leadership training for administrators		$15,000 Res. 4035 Obj. 5200 Mgmt. LC01	Seven district and site level administrators attended ACSA Academies.		$1,255 Res.0000 Obj. 5220 Mgt. 0000 $1,160 Res. 0003 Obj. 5220 Mgt.0000 $399 Res. 4203 Obj. 5220 Mgt. 0000 $1,610 Res.3010 Obj. 5220 Mgt. LC01
Scope of service:	All		Scope of service:	District Office (SPED and HR), CIMS, SHS	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		

__Other Subgroups:(Specify)_____			__Other Subgroups:(Specify)_____		
1.9.16 Train cadre of teachers and administrators in utilizing writing and literacy skills in all disciplines to support pupils in A-G Courses PD on CCSS Writing and Literacy Standards for content area teachers		$20,000 Res. 3010 Obj. 1140 $9,128 Obj. 3xxx $152 Obj. 5808 $10,720 Mgmt. LC01	CAASPP calibration sessions on grading student writing for the Interim Comprehensive Exam were provided for department chairs, test coordinators and core content area teachers at various sites.		$17,531 Res. 0000 Obj. 1130 $2,922 Res. 0000 Obj. 3010 $1,265 Res. 4035 Obj. 1130 $211 Res. 3xxx Mgt. LC01
Scope of service:	All District-wide		Scope of service:	All District-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.10.16 Ensure HS SPSA reflect inclusion of training for AP teachers to increase offers and improve pupil passing District will monitor SPSA 's to ensure AP learning opportunities are provided for teachers		*$0*	All Single Plans for School Achievement were monitored and reflected money set aside for training of AP teachers. A total of 7 teachers from 4 of our high schools attended AP by The Sea. In addition, the district conducted a survey of AP teachers to determine areas of need and to evaluate professional development taken.		$0
Scope of service:	AHS VVHS SHS CIMS UP		Scope of service:	AHS VVHS SHS CIMS UP	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		

__Other Subgroups:(Specify)_____		__Other Subgroups:(Specify)_____	
1.11.16 Provide electronic databases for increased access to expository texts Contract for Expository Databases	$27,000 Res. 0400 LCFF Obj. 5808 Mgmt. LC01	Teachers and students have been afforded access to Cengage's expository database. Between 2014-15 and 2015-16, we experienced a 35% increase in usage district-wide, as measured by minutes of use, sessions, and retrieval of data.	$21,000 Res. 0400LCFF Obj. 5808 Mgt. LC01
Scope of service: All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.12.16 Evaluate filter controls to increase pupil and teacher access to internet resources Using Technology Plan, annually review filter controls	*$0*	The revamped district Technology Plan includes provisions for constant monitoring and will become part of the regular practices of the district.	$0
Scope of service: All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.13.16 Provide necessary increases to infrastructure technology and bandwidth to prepare for CCSS and college readiness Infrastructure technology upgrades	$200,000 Res. 0400 LCFF Obj. 4340 Mgmt. LC01	Between February and May 2016, the district spent $140,800.14 on infrastructure and system upgrades.	$77,139 Res. 0400 LCFF Obj. 6450 Mgt. LC02 $7,964 Res.0400 Obj.6450 Mgt.LC02 $7,300 Res.0400

				Obj. 5840 Mgt.LC02 $11,700 Res.0400 Obj. 5840 Mgt.LC02 $13,207 Res.0400 Obj. 5840 Mgt.LC02 $19,500 Res.0400 Obj.6410 Mgt.LC02
Scope of service: All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.14.16 Purchase devices for pupil use during testing and in classrooms testing reducing ratio to 1:1 Devices for pupil use	$150,000 Res. 0400 LCFF Obj. 4310 Mgmt. LC01		We are approaching a 1:1 ratio with the additional purchases of Chromebooks. Currently we have 3,187 Chromebooks. Of those 155 are for staff and the remaining 3072 are for student use. 1,600 student desktop computers and 600 student laptops are also available resulting in below a 1:2 ratio for student: device.	$142,814 Res. 0400 LCFF Obj. 4310 Mgt. LC01
Scope of service: All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.15.16 Increase technical support for sites 2 FTE Technology Specialist III	Res. 0400 LCFF Obj. 2213 $130,020		VVUHSD employs two Technology Specialists III in the Tech Ed department.	$139,123 Res. 0400 LCFF Obj. 2213

		Obj. 3xxx $62,446 Mgmt. LC01			$65,692 Res. 0400LCFF Obj.3xxx Mgt. LC01
Scope of service:	All District-wide		Scope of service:	All District-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.16.16 Purchase laptop computers for all teachers		$257,657 Res. 3010 Obj. 4340 Site funded	This purchase did not occur. Some sites purchased replacement computers, but not in large quantities.		$0
Scope of service:	All		Scope of service:	None	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.17.16 Release time for teachers to refine and improve district pacing guides in ELA ,Math, HSS and Science Release time for pacing guide refinement		$200,000 Res. 3010 Obj. 1140 $200,000 Obj. 3xxx $33,340 Mgmt. LC01	All six ELA grade levels met numerous times throughout the year to refine pacing guides and work on Rigorous Curriculum Design Units of Study. English Language Arts teachers met a total of 16 days or five distinct planning sessions at each grade level. Similarly in Math, all levels met numerous times throughout the year. Math teachers met for 15 days in total with seven sessions for middle school, five sessions for Integrated Math I and III and four sessions for Integrated Math II.		$17,764 Res.0400 LCFF Obj. 1130 Mgt. LC01 $5,000 Res.0400 LCFF Obj. 1130 Mgt. LC01 $1,335 Res.0400LCFF Obj. 3xxx Mgt. LC01
Scope of service:	All District-wide		Scope of service:	All District-wide	

_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.18.16 Provide teachers and pupils the necessary materials to engage in project-based learning (PBL) in A-G Courses Explore purchase of learning materials for A-G courses to increase pupil engagement and achievement		$20,000 Res. 0400 LCFF Obj. 4310 Mgmt. LC01	We did not focus our full attention on this area. It is an area for future exploration and discussion. Professional development in project-based learning is slated for August 2016.		$0
Scope of service:	All District-wide		Scope of service:	All District-wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.19.16 Provide PD opportunities for differentiation of instruction to meeting the varied learning needs of all pupils in A-G Courses PD on Differentiation to meet diverse learners' needs		$20,000 Res. 0400 LCFF Obj. 4310 Mgmt. LC01	A professional development opportunity was offered at each of the comprehensive high schools regarding the teaching of academic language for low income students and English Learners. The training was offered during collaboration time and therefore, no costs were incurred.		$0
Scope of service:	All District-wide		Scope of service:	AHS, VVHS, SHS	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_ _ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.20.16 Purchase additional instructional materials to assist Moderate to Severely disabled access to CCSS		$2,000 Res. 0400 LCFF Obj. 4310	Materials were purchased for the PAES lab in operation at VVHS and for initiating the labs at AHS and SHS.		$456 Res. 0400 LCFF Obj. 4310
Scope of service:	All District-wide		Scope of service:	AHS, VVHS, SHS	

_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X_Other Subgroups:(Specify)__Severely Handicapped__		
1.21.16 Provide additional support for low income, at promise pupils at the high school sites Maintain current and explore new credit recovery programs that might be better suited for low income students		$107,000 Res. 3010 Obj. 5808	We purchased APEX for credit recovery at SHS, VVHS, GEC, AHS, and CIMS. We will pilot GRADEPOINT at GEC in the fall of 2016.		$112,200 Res. 3010 Obj. 5840
Scope of service:	Goodwill AHS SHS VVHS CIMS UP		Scope of service:	Goodwill (GEC) AHS SHS VVHS CIMS UP	
__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.22.16 Provide an Outreach Program for identified incoming low income at promise pupils (Grade 7) at middle schools during summer		Res. 3010 Obj. 1130 $36,000 Obj. 3xxx $6,001	This project was not undertaken this year.		$0
Scope of service:	HJHS LLA		Scope of service:	None	
__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.23.17 Provide an Outreach Program for identified incoming low income at promise pupils (Grade 9) at		Res. 3010 Obj. 1130	This project was not undertaken this year.		$0

Comprehensive HS		$36,000 Obj. 3xxx $6,001			
Scope of service:	SHS VVHS AHS		Scope of service:	None	
__ALL			__ALL		
OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.24.16 Institute weekly Collaboration time to promote greater pupil achievement ***Implement increased teacher collaboration time focused on pupil achievement***		*$0*	Teachers are provided collaboration time twice monthly on early release days.		$0
Scope of service:	All District-wide		Scope of service:	All District-wide	
__ALL			__ALL		
OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.25.16 Institute an intervention as an additional support for students' academic needs as a pilot at various sites *Refine and expand the intervention period based on pupil achievement data*		*$0*	Hook Jr. High piloted Pearson's iLIT for the 15-16 academic year. District, site and publisher staff met various times to discuss data. It revealed that we were not getting the two year growth by the students that we had anticipated. The pace of achievement was slower than expected. It was decided to pursue another publisher pilot for the following year at Hook. District entry data for incoming seventh graders and district eighth graders will be used to identify at risk students.		$0
Scope of service:	All District-wide		Scope of service:	HJH	

__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: _X_Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_____RSP_____	
1.26.16 Each site will create a data wall for the monitoring of low income at promise learners *Assistant Superintendent will monitor data wall usage at sites*	*$0*	This project was only undertaken at Lakeview Leadership Academy.	$0
Scope of service: All District-wide __ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LLA __ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.27.16 Employ an EL Coordinator to specifically support ELD district-wide and the CCSS ELA and content areas (Specifically Academic Language Development) The coordinator will also work to supervise work of the EL site Coordinators to support EL achievement *Employ a Coordinator* *Continue use of site EL coordinators*	$147,402 Res. 0000 LCFF 1316 $41,206 Obj. 3xxx $686.91 Res. 3010 1316 $13,735 Obj. 3xxx $229 Res. 4203 1316 $82,412 Obj. 3xxx $1,374 Res. 0790 Obj. 1950 $$7,631 Obj. 3xxx	VVUHSD employs an EL Coordinator and each site has a teacher serving as a site coordinator.	$31,369 Res. 0790 Obj. 1316 Mgt. LCEL $10,077 Res. 0790 Obj. 3xxx Mgt. LCEL $62,738 Res. 4203 Obj. 1316 MGT.LCEL $20,154 Res. 4203 Obj. 3xxx Mgt. LC01 $10,456 Res. 3010 Obj. 1316 Mgt. LC01

		$127			$1,745 Res. 3010 Obj. 3xxx Mgt. LC01
Scope of service:	All District-wide		Scope of service:	All District-wide	
__ALL			__ALL		
OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.28.16 Professional Development for assisting English Learners in accessing CCSS ELA and Math (such as Kate Kinsella) and content areas PD For Science and Social Studies Teachers		$20,000 Res. 0400 LCFF Obj. 1140 $20,000 Obj. 3xxx	The three comprehensive high schools received training in the use of academic content area vocabulary. The training was conducted during collaboration time.		$0
Scope of service:	All District-wide		Scope of service:	AHS, SHS, VVHS	
__ALL			__ALL		
OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.29.16 Sustain CCSS training for parents of ELAC and DELAC ***Parent attendance at CABE and other trainings***		$15,000 Res. 0400 LCFF Obj. 5886 Mgmt. LCEL	Five parents attended a CABE function in Orange County in the spring of 2016.		$1,420 Res. 7090 Obj.5220 Mgt. 0000 $260 Res. 4203 Obj. 5220 Mgt. 0000
Scope of service:	All District-wide		Scope of service:	All District-wide	
__ALL			__ALL		

OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.30.16 Improve the rate of reclassification of EL Pupils by 2% annually *Monitor EL pupil achievement at grading intervals for intervention and reclassification by Intervention Counselors*		*$0*	The district achieved the goal of two percent growth. One hundred twenty-seven students were reclassified in May. This number is an increase of 89 students from two years ago and a decrease from 191 students last year due to two factors: -2015-16 was the first year that only SBAC was used for the basic skills criteria; we did not use past CST scores. -Last year was an unusually high number of reclassification because it was the first year we used the Grade Exception Waiver to allow long-term English learners who met all other criteria, except grades to reclassify. There was a high number of students in this category that had met the other criteria for reclassification for multiple years, but had low grades due to factors not related to language development.	$667 $324 Res. 4203 Obj. 4331 Mgt. 0000 $561
Scope of service:	All District-wide		Scope of service:	All District-wide
__ALL			__ALL	
OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils _X_English Learners __Foster Youth _ _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.31.16 Provide EL afterschool and Saturday academies to assist at promise EL Pupils		Res. 0400 LCFF Obj. 1130 $15,000 Obj. 3xxx $246	This action was not carried out due to VVUHSD's lack of ability to find interested teachers to provide classes on Saturday.	$0
Scope of service:	All District-wide		Scope of service:	None
__ALL			__ALL	
OR: __Low Income pupils _X_English Learners			OR: __Low Income pupils _X_English Learners	

__Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1. 32. 16 Parent Training to assist families in aiding their children to achieve academically and in gaining access to and understanding of the public school system and the higher education system *Provide training for parents to assist in understanding our public education system*	*$0*	The district decided to not pursue a district parent center, but rather to support individual sites in implementing parent centers. Four sites have parent coordinators and are providing support and guidance for parents at the site level. Training for parents was undertaken at the individual sites and the cost was born by the sites respectively.	$0
Scope of service: All District-wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: VVHS, SHS, UP and AHS __ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.33.16 Ensure Foster Youth District liaison has adequate training, knowledge, time and resources to carry out responsibilities (Ed. Code 48853.5) to reduce the effects of mobility for our foster youth Training and conference for CWA Coordinator/ Enrollment Manager	$2,500 Res. 0400 LCFF Obj. 5220 Mgmt. LCFY	Both the CWA Coordinator and the Foster Youth District Liaison attended the California Association of Supervisors of Child Welfare and Attendance in the spring of 2016. Both attend county meetings and the CWA Coordinator attends monthly meetings with our elementary feeder district. The CWA Coordinator also attended the National Conference for At Risk Youth in the fall, Reducing Chronic Absenteeism in the fall and the County Student Discipline Workshop in the spring.	$1,428 Res. 0400LCFF Obj. 5220 Mgt. LCFY
Scope of service: All District-wide __ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All District-wide __ALL OR: __Low Income pupils __English Learners X__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____Homeless_____	

1.34.16 Professional Development on homeless and foster youth provided by SBCSS *Training materials for hourly and clerical staff*		$2,500 Res. 0400 LCFF Obj. 5220 Mgmt. LCFY	At the monthly counselor meetings, our Homeless Liaison hosts discussions regarding the needs of both homeless and foster youth.		$484 Res.0400LCFF Obj. 5220 Mgt. LCFY
Scope of service:	All District-wide		Scope of service:	All District-wide	
__ALL			__ALL		
OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Homeless_____		
1.35.16 Assist Foster Youth with student engagement (Funds for sports and extra-curricular activities)		$2,500 Res. 0400 LCFF Obj. 43XX Mgmt. LCFY	Several students were provided prom tickets and yearbooks with this funding.		
Scope of service:	All District-wide		Scope of service:	All District-wide	
__ALL			__ALL		
OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.36.16 Provide Foster Youth with needed school supplies upon identification *Mentor program at Hook Jr. High* Including but not limited to toiletries, bus passes, back packs, refurbished district lap tops		$17,000 Res. 0400 LCFF Obj. 4340 $12,000 Obj. 5808 $5,000	Students were provided with 18 backpacks, toiletries, bus passes and 20 gift cards. District employees donate toiletries for students.		$250 Res.3010 Obj. 5886 Mgt. Home
Scope of service:	All District-wide		Scope of service:	All District-wide	
__ALL			__ALL		
OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient			OR: _X_Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient		

__Other Subgroups:(Specify)_____		__Other Subgroups:(Specify)_____	
1.37.16 Improve communication with Foster Youth' guardians *Ensure that Foster Youth contact information remains current in the district systems in order to ensure better communication And assign one counselor at each site to monitor students' needs*	*$0*	Each of our eight sites has a counselor serving as the contact to monitor student needs and ensure that staff knows of resources available for these students.	$0
Scope of service: All District-wide __ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All District-wide __ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.38.16 Create, maintain and update a database for Foster Youth contact information *Central enrollment will maintain a database for Foster Youth information*	*$0*	The Central Enrollment Center identifies monitors and keeps a current database for our foster youth.	$0
Scope of service: All District-wide __ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All District-wide __ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.39.16 Closely monitor R-FEP pupil achievement at 6, 12, 18 and 24 month intervals to replace current practices *EL Coordinator will work with site coordinators to monitor R-FEP pupils four times during a two year period*	*$0*	In December 2015, sites received an R-FEP Monitoring Form for each of their students who had been reclassified within the past two years. Each form was pre-filled with the student's information including performance and progress data, SBAC interim and summative scores, and reclassification date. Recommendations were made for appropriate intervention for each R-FEP student who had	$0

			one of more failing grade in a core class. For R-FEP students failing 3 or more core courses, an SST meeting was recommended as well. Sites documented the interventions implemented for each reclassified student being monitored and uploaded the form into Aeries student documents. Follow-up RFEP Monitoring Forms went out to sites again in March. VVUHSD monitored 31 R-FEPs at Hook, 30 at Lakeview, 28 at University Prep, 42 at CIMS, 64 at Adelanto, 64 at Victor, 58 at Silverado and 3 at Goodwill for a total of 320 students monitored.	
Scope of service:	All District-wide		Scope of service:	All District-wide	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.40.16 Increase and improve parent communication and support to parents of R-FEP academic struggles *Provide afterschool and Saturday academies for R-FEP students*		*See Action Goal 1.31.16*	This action was not carried out due to lack VVUHSD's lack of ability to find interested teachers to provide classes on Saturday.		$0
Scope of service:	All District-wide		Scope of service:	None	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.41.16 Intervention Counselors conduct academic chats after administration of CAHSEE for R-FEPS who did not maintain proficiency Site EL coordinators provide pupil achievement data for R-FEPS to Intervention Counselors		*See Action Goal 1.7.16*	Intervention counselors worked at our sites to support students, including R-FEPS who were not achieving. The monitoring forms sent from the district office helped identify who these students were and interventions were identified. SST meetings were conducted for the most at risk R-FEP students.		*See Action Goal 1.7.16*
Scope of service:	All District-wide		Scope of service:	All District-wide	

__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.42.16 Provide Special Education teachers to support SH students in acquiring transitional life function skills		$200,000 Res. 0400 LCFF Obj. 1110 $196,720.60 Obj. 3xxx $3,279.40	While we did not hire new staff, each of the comprehensive high school sites initiated a PAES lab to provide students with life function skills.		$0
Scope of service:	AHS VVHS SHS		Scope of service:	AHS VVHS SHS	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)__Severely Handicapped		
1.43.16 Maintain ROP/ CTE classes.		$94,444 Res.0000 LCFF To Res. 09965 Obj. 8980 Contribution to maintain.	The district contributed $92,000 toward support for the ROP / CTE classes. The district received RAMP UP grant money that also supported the programs.		$94,444 Res.0400LCFF Obj.4310 Mgt. LCOP
Scope of service:	AHS VVHS SHS		Scope of service:	AHS VVHS SHS	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress	Victor Valley Union High School District began the Strategic Planning process in February 2016. More than seventy-five persons participated in the effort. They represented management, certificated and classified personnel, community members, as well as parents and students from our district. The process evolved over three				

and/or changes to goals?	months culminating in the district Strategic Plan, Opening Doors 2016. The changes that will be made in 2016-17 reflect the integration of the strategic plan with the LCAP. Specific actions that were deemed completed or accomplished, not necessary, or that by survey results and the LCAP Stakeholder Committee's consent, in need of change are reflected below. 1.05.16 was removed from the LCAP 1.08.16 was removed from the LCAP 1.09.16 was removed from the LCAP 1.12.16 was removed from the LCAP 1.15.16 was removed from the LCAP 1.18.16 was removed from the LCAP 1.19.16 was removed from the LCAP 1.22.16 was removed from the LCAP 1.23.16 was removed from the LCAP 1.24.16 was removed from the LCAP 1.25.16 was removed from the LCAP 1.26.16 was removed from the LCAP 1.28.16 was removed from the LCAP 1.31.16 was removed from the LCAP 1.40.16 was removed from the LCAP 1.41.16 was removed from the LCAP 1.42.16 was removed from the LCAP Additionally, the following actions were subsumed into the 2016-17 LCAP and are reflected in the new goals listed below. 1.01.16 Professional development for teachers in evident in the new district goals. 1.06.16 Professional development for counselors is contained within the new goals. 1.10.16 is reflected in the new goals for students in AP classes and training for teachers of Advanced Placement classes. 1.13.16 is absorbed into the new goals. 1.32.16 is embodied in the new goals for the creation of parent centers at each site. 1.37.16 is an integral part of the new action of using the district webpage as a better resource for all parents and guardians, including those of Foster Youth. 1.43.16 ROP / CTE courses are clearly evident in the new goals and actions set forth in the 2016-17 LCAP. Please note that all actions now are viewed through the lens of the district Strategic Plan and in accordance with our beliefs and new mission statement. Our original goal, *Increase the number of pupils who are on track to graduate from VVUHSD college and career ready*, has been changed to reflect the specific results identified through the strategic planning process. The four

goals that are closely related to the previous goal are:

1. Increase the number of students who graduate, on time, with viable college and career options.
2. Develop a family engagement and support program to educate parents and guardians about students' post-graduation options.
3. Provide and encourage extensive career exploration opportunities through increased elective offerings and academic guidance.
4. Expand interventions to graduate students, on time, prepared for college and career.

The following actions are to be added to the plan to align our district actions closely with our beliefs and mission statement commencing in the ***2016-17*** academic year:

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

Align course offerings to provide all students the opportunity to complete the UC/CSU and CCC entrance requirements for graduation and / or a district approved alternative career pathway beginning with the class of 2011.

Provide specific professional development to support equitable access to UC/CSU/CCC entrance for all counselors and career support staff.

Provide every site with resources necessary to build a college-going environment at all schools with a focus on identified sub-groups.

Form committees to explore career pathway options within the fifteen industry sectors as identified by CDE.

New Goal 2: Develop a family engagement and support program to educate parents and guardians about students' post-graduation options.

Invite parents to participate in college field trips with their students at both the middle and high school level.

Host bilingual presentations on high school planning and/ or college & career planning.

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.

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.

Employ career technicians at all campuses.

New Goal 3: Provide and encourage extensive career exploration opportunities through increased elective offerings and academic guidance.

Assure, through the Bridge Program, aligned with Victor Valley College, the priority registration for our students in the fall following their senior year.

Increase career and/ or college oriented counseling.

New goal 4: Expand interventions to graduate students, on time, prepared for college and career.

Continue and expand programs to encourage and reward positive attendance as well as focus on chronic absenteeism with parent meetings, SARB, and home visits.

Student access to our student information system to begin in Grade 7 to foster buy-in and responsibility for their own student performance.

Provide a transition day for incoming students (elementary to middle and middle to high).

Create 7th / 0 period SAT and ACT Prep classes at the high school level.

Provide bus transportation for students to attend 7^{th} and 0 period classes.

Offer mock SAT and ACT exams at the high school level.

Support / Encourage students to exceed the minimum A-G requirements and take addition years of core classes.

Staff a highly qualified Math TOA at all sites.

Videotape and share exemplary math teachers demonstrating best practices.

Expand summer school to offer enrichment classes.

Expand credit recovery options for students to include, but not limited to: paper/ online providers for identified sub-groups.

Provide EAP remediation through ERWC course work.

Transition non-graduation early as possible into Adult Ed through involuntary transfers, if necessary.

	The following actions are to be added to the plan to align our district actions closely with our beliefs and mission statement commencing in the ***2017-18*** academic year: ***New goal 1: Increase the number of students who graduate, on time, with viable college and career options***. Hire additional counselors and career support staff for the high schools. Establish specific pathways, based on research and conclusions, around the fifteen industry sectors, at each of the high schools. ***New Goal 2: Develop a family engagement and support program to educate parents and guardians about students' post-graduation options.*** Form partnerships with local colleges, allowing students to earn dual credit. Offer college and career events that provide parents information regarding, A-G Information, High School Course Planning, and College and Career Fair. Establish a comprehensive family engagement center at all sites that includes district funding for staff and for parent workshops. Hold annual parent meetings, led by certificated personnel, to educate / update them on their child(ren)'s progress towards graduation and college and or career readiness. ***New Goal 3: Provide and encourage extensive career exploration opportunities through increased elective offerings and academic guidance***. Offer district and or site celebrations to include, but not limited to: National College Signing Day, Pathway Completion or Certificate Achievement. Middle schools offer elective wheel courses to foster career interests. ***New goal 4: Expand interventions to graduate students, on time, prepared for college and career.*** Provide 7th and 9th grade students access to a dedicated intervention counselor. Implement incentive programs for student improvement and achievement. All students meet with their intervention counselors in grades 7 and 9 to establish tentative goals to plan for college and career readiness. 7th and 9th grade students who at the end of first quarter are receiving D and or F's will meet regularly with their

	intervention counselor to support their achievement of college and career readiness. Hire additional staff, as needed, to ensure that all high schools and parent choice schools have a dedicated, highly trained career/ college technician. Provide study materials on our libraries for students to check out for SAT and ACT prep. Embed post-high school testing preparation and signing up for fee waivers school-wide by grade level. Provide RtI support before and / or after school. Explore breaking math into semesters and offer remediation of first semester during the same year. Provide 0 and / or 7th grader period for credit recovery at the comprehensive high school sites. Offer students the ability to take chapters or units of study with another teacher (0/ 7th period) and receive credit for their learning. Expand the Adult Ed program to encompass more non-graduating students. The following actions are to be added to the plan to align our district actions closely with our beliefs and mission statement commencing in the ***2018-19*** academic year: ***New goal 1: Increase the number of students who graduate, on time, with viable college and career options***. Implement pathways and hire CTE content specific teachers to coordinate pathways at each high school site. ***New Goal 2: Develop a family engagement and support program to educate parents and guardians about students' post-graduation options.*** District will provide financial resources for the cost of fingerprinting and conducting background clearances for parent volunteers. ***New Goal 3: Provide and encourage extensive career exploration opportunities through increased elective offerings and academic guidance***. Counseling and administration will work with local community colleges (specifically Victor Valley) to establish/ maintain a concurrent enrollment program with a possible outcome of students receiving an AA or AS degree upon completion from high school.

	Counselors, through orientation s and registration materials, will promote all available pathways for optimal student choice regarding college and career focus. The schools will establish apprenticeships and internships with local businesses, which will support a particular pathway, for on-the-job training and experience. Provide opportunities for students to job shadowing in areas of career interest one day per semester. VVUHSD will provide certification opportunities within JPA/ROP/CTE courses to include, but not limited to : 1. Food Handler Certificate, CPR Certification, software knowledge and certification (i.e.; Microsoft Office and Google Docs) 2. Advanced pathways (i.e.: technology, Green energy/ solar 3. Apprenticeships and internships with local businesses ***New goal 4: Expand interventions to graduate students, on time, prepared for college and career.*** Ensure that all middle schools and alternative education schools have access to a career / college highly trained technician. Establish a yearly parent meeting, with language translation, with the intervention counselors for the purpose of explaining college and career paths and interventions and supports available. Provide articulation and collaboration between middle and high schools (Bridge program from 8th to 9th grade) Employ such programs as Youth Build and AmeriCorps initiatives within our district to invest in non-college bound students. Partner with local businesses to create apprenticeships within different industries. Partner with trade or vocational schools, the City of Victorville or Adelanto to train students with essentials skills or provide for volunteer hours Continue and expand CTE Perkins programs at all high school sites through alignment of the programs to meet the current labor market and collaboration and partnerships between post-secondary institutions. Introduce SAT and ACT concepts beginning in the 8th grade. All changes are reflected in the 2016-17 LCAP.

Original GOAL from prior year LCAP:	**Goal 2:** **Promote pupil engagement and achievement in a safe, respectful, well-maintained and equipped school learning environment.**	**Related State and/or Local Priorities:** 1_X_ 2_X_ 3__ 4_X_ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local: Specify _____

Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:

1. Monitor pupil attendance and increase by 3%
   Metric: Pupil Engagement/ School Attendance rates, Chronic Absenteeism
2. Reduce the number of suspensions by 3%
   Metric: School climate/ Suspension and Truancy rates
3. Pupils will receive high quality first instruction
   Metric: Basic Services/ Access to materials for all students
4. Supplemental CCSS materials available for pupil use
   Metric: Basic Services / Student access to standards-aligned instructional materials
5. Teachers and pupils will have the necessary materials to engage in project-based learning
   Metric: Basic Services / Students access to standards-aligned instructional materials
   Local Metric: Implementation of CCSS for all students/ teacher PD evaluations
   Metric: Student Engagement / School Attendance rates, Chronic Absenteeism, Middle School Dropout rates, High School Dropout Rates, High School Graduation rates
6. Increase the number of university field trips (minimum of one for each middle and comprehensive high school)
   Metric: School Climate / School suspension and Expulsion rates
7. Increased access to counseling staff as measured

Actual Annual Measurable Outcomes:

1. Pupil attendance data indicates an increase of 1.3% in 2015-16.

2. The number of days of suspensions in the district has dropped 8.9% from the number of 2014-15.*

Lakeview	33%
CIMS	33%
Hook	44%
Adelanto HS	4%
Silverado HS	8%
Goodwill EC	8%
University Prep	21%
Victor Valley HS	9%

* Red indicates an increase.

. The suspension changes for the following sub-groups are:*

Site	Hispanic	White	African American
Lakeview	28%	50%	46%
CIMS	50%	80%	71%
Hook	33%	28%	52%
Adelanto HS	13%	7%	4%
Silverado HS	13%	41%	3%
Goodwill EC	17%	83%	31%
University Prep	37%	40%	100%
Victor Valley HS	1%	23%	17%

by number of direct support (4 yearly)
Metric: Student Achievement/ Students completing UC/ CSU required courses
Metric: Student achievement/ CAASPP performance data

8. Device to pupil ratio will decrease from 1:5 to 1:3 district-wide
Metric: Student achievement/ Performance on SBAC testing
9. 100% of teachers will have laptops/devices for instructional use with pupils
Local Metric: School Climate/ Staff surveys:
Metric: *Basic Services / Student access to standards-aligned instructional materials*
10. Pupils experience cleaner campuses as evidenced by survey
Metric: Basic Services / facilities in good repair
11. Improved food quality for pupils
Metric: School Climate/ Student Engagement/ Student Nutrition Advisory Committee activities and student surveys
12. Provide access to resources for parents through the Parent Center and the two way communication "Let's Talk"
Metric: Parental Involvement/ Efforts to seek parent input/ promote parent participation Surveys, attendance
13. Reduce district paperwork and streamline processes for staff
Metric: School Climate / Staff surveys

* Red indicates an increase.

3. The district worked with AP World and US. History teachers to secure and adopt current instructional materials. VVUHSD conducted a math pilot at all sites and completed the adoption process for Integrated Math I, II and III. Materials will be available at the start of 2016-17. The district began the adoption process for English Language Arts materials aligned to CCSS. The district will implement a pilot at all sites for grades 7-12 in 2016-17.

4. Discussion has taken place with teacher groups, such as AP teachers to explore the use of supplemental instructional materials.

5. Project-based learning was not explored district-wide this year. Professional development for teachers in project-based learning is planned for August 9-10, 2016.

6. AVID sites provided the same number of trips for students at the Comprehensive High Schools. Destination College sites also sponsored numerous field trips. Middle schools did not participate in university visits. Suspension rates have decreased as mentioned above in bullet 2.

7. The Strategic Planning Action Groups were not adequately satisfied that sites are appropriately staffed with counselors. The additions of goals to address counseling are numerous in the new actions in the 2016-17 LCAP.
2014-15 Academic year provided the baseline for achievement for VVUHSD as measured by the CAASPP. In addition, the EAP results were incorporated into the CAASPP results, thus establishing the baseline for EAP as well CAASPP proficiency data is as follows:

	ELA	Math
Grade 7	30%	13%
Grade 8	32%	16%
Grade 11	47%	21%

			2014-15 UC /CSU students completing A-G courses is 23.3%. 8. The district did not reach this goal, however progress has been made. We are approaching the 1:1 ratio at approximately 1:1.4. 9. 100 % of teachers have classroom access to devices for instruction. 155 teachers now have Chrome books for instructional use. The sites made a decision not to pursue this action in 2015-16. 10. 80% of the students, on a five point scale ranked cleanliness of their campuses at 3 or greater. SHS students in particular, recognized the efforts the school had made to improve the cleanliness of the campus. Student complaints regarding bathroom access were noticeable at five of the eight campuses. 11. While student responses in the online Student forum survey indicated that food quality can be improved, it was a reduced area of focus from the previous year. A Student Nutrition Advisory Committee was established at one site and a district Food Tasting Event was offered for students to assist in the selection of food for service in school cafeterias. 12. VVUHSD currently uses the online communication software***, Let's Talk***. VVUHSD received 409 correspondences from parents and community members. The usage of the software indicates that it is not a truly effective means of communication. VVUHD will discontinue use of the software in 2016-17. 13. Staff surveys were not conducted as the district embraced the Strategic Planning Process. A new goal in the 2016-17 LCAP*, Established district-wide uniformity in procedures and materials to ensure effective implementation*, has been added to increase school climate and employee satisfaction.

LCAP Year 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1.16 Educational Study Trips		$21,600 Res. 3010 Obj. 5886 Mgmt. LCLI	Busses and entrance fees were provided to various sites to assist in defraying the cost of the educational trips.	$1877 Res.3010 Obj. 5806 Mgt. LC02 $435 Res. 0400LCFF Obj.5886 Mgt. LC02
Scope of service:	All District-wide		Scope of service:	All District-wide
_X_ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.2.16 Focus on pupil engagement in classroom with PD on CCSS ELA Speaking and Listening Anchor Standards Additional professional development for pupil engagement strategies		$25,000 Res. 4035 Obj. 1140 $25,000 Obj. 3xxx $4,167	Goodwill Education Center received professional development in Kagan structures to foster student engagement. The district created professional development PowerPoints that were shared with the sites (five trainings in all) for use during district collaboration days on the use of Kagan structures.	$0
Scope of service:	All District-wide		Scope of service:	All District-wide
_X_ALL			_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

2.3.16 Expand PBIS to all sites PBIS training for all school staffs		$20,000 Res. 3010 Obj. 1140 $20,000 Obj. 3xxx $3,334	All sites' staff attended PBIS training offered by our SELPA. The results of implementation of the PBIS model varied and the district wishes to increase the implementation and follow through at all sites in the coming year. The Strategic Planning Committee saw the need to increase sites' participation and new actions in the 2016-17 LCAP reflect this. Half of the sites experienced an increase in implementation as noted by self-analysis.	$0
Scope of service:	All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
2.4.16 Monitor SST process to focuses on academic and behavior interventions Continue SST process and modify as needed		*$0*	The SST process, modified in 2014-15, has been implemented at all sites and is a topic of discussion at district counselor meetings held monthly.	$0
Scope of service:	All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
2.5.16 CWA workshops on suspensions, expulsions and other means of correction Monitor pupil suspensions / expulsions monthly		$5,000 Res. 0400 LCFF Obj. 5220 Mgmt. LC02	The district monitors pupil suspensions. This information was shared monthly at the LCAP meetings. Expulsions are monitored monthly by the Coordinator of CWA. The district held four Administrator workshops on suspension and worked to collectively identify major and minor infractions. The district worked to closely monitor the suspensions and expulsions for our African American sub-group. There is a decrease in suspensions overall for African Americans.	$0

Scope of service:	All District-wide		Scope of service:	All District-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_African American		
2.6.16 Provide job-embedded coaching for Cooperative Learning strategies ELA / Math Coordinators provide coaching on cooperative learning strategies		*$0*	The district moved to lesson study as a model for professional development. During the planning and teaching cycle during lesson study, teachers focused on student engagement and practiced various Kagan structures and different strategies embedded in lesson design. ELA and Math Coordinators facilitated the lesson study at the three comprehensive high schools. In addition, the Math Coordinator worked with Hook Jr. High teachers to incorporate student engagement and checking for understanding strategies into lesson design.		$0
Scope of service:	All District-wide		Scope of service:	AHS, SHS, VVHS, HJH	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2.7.16 Conduct walkthroughs to monitor implementation of Cooperative Learning strategies in classrooms district-wide		*$0*	Walk throughs were conducted in the fall and winter of 2015. County personnel worked collaboratively to provide feedback to site administrations regarding instruction and student engagement. Additionally, LCAP walk throughs were also conducted to monitor CCSS implementation and student engagement.		$0
Scope of service:	All District-wide		Scope of service:	All District-wide	
_X_ALL			__ALL		
OR: __Low Income pupils __English Learners			OR: _X_Low Income pupils __English Learners		

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.8.16 *Monitor Suspension and expulsion rates* Monitor pupil suspensions / expulsions monthly and include data discussion in monthly Ed Services meeting	*$0*	Suspension rates were monitored and shared with staff and members of the LCAP Stakeholder Committee monthly. A particular focus of concern was the suspension and expulsion rates for our African American students.	$0
Scope of service: All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.9.16 Evaluate district internet filter controls to increase pupil and teacher access to internet resources Re-write the district Technology Plan to reflect changing internet access needs	*$0*	In the spring of 2015, teachers were allowed access to You Tube. The district is exploring a web filtering solution to allow students access to streaming media. This goal will be subsumed into the new district technology plan for the coming years.	$0
Scope of service: All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.10.16 Conduct pupil forum to monitor pupil engagement	*$0*	A total of fourteen student forums were held. In the fall, approximately 189 students were polled and completed an activity that provided feedback to the sites. Fall student data was used to support the school climate and culture aspects of a WASC self-study at two of the high schools. Additionally, 192 students took part in spring student forums. A student Tasting Event involved 25 students.	$0

Scope of service:	All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.11.16 Continue partnership with IT' s A GAS TO GO TO CLASS with Victorville Motors		*$0*	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.		$0
Scope of service:	All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.12.16 Provide training and support to move to a behavior support model for discipline		$15,000 Res. 4035 Obj. 1140 $10,000 Obj. 3xxx $1,667 Obj. 5220 $ 5,000	District personnel attended the School Culture and Climate Conference in Lake Tahoe to begin a discussion on how to start a d district initiative.		$6,041 Res.4035 Obj.5220 Mgt.LC01 $821 Res. 4035 Obj.5220 Mgt. LC01
Scope of service:	All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

2.13.16 Assist foster youth with school engagement (funds for sports and extracurricular activities)		$5,000 Res. 0400 LCFF Obj.43XX Mgmt. LCO2	Foster youth students were provided with prom tickets and yearbooks.		
Scope of service:	All District-wide		Scope of service:	All District-wide	
__ALL			_X_ALL		
OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2.14.16 Conduct a cost analysis to determine if VVUHSD should move to a more competitive substitute daily rate.		*$0*	In the winter of 2015, the district increased the substitute teacher daily rate to stay more competitive with other districts in the High Desert.		$0
Scope of service:	All District-wide		Scope of service:	All District-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2.15.16 Explore different methods of reducing class sizes for at risk students.		*$0*	This is still a topic for further discussion with our teachers' association. The Strategic Planning Committee and Action Teams addressed this concern as is evident in the 2016-2019 LCAP.		$0
Scope of service:	All District-wide		Scope of service:	All District-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

2.16.16 Explore greater opportunities for the district and business community to strengthen ties.	*$0*	Our Workability Program has greatly expanded in the past year with a dedicated staff. The outreach to local businesses has seen an increased effort. The district partnerships rose from ten relationships and zero students to thirty-two business relationships and 172 students within a year. VVUHSD exceeded the Workability grant goal of employment for 157 students. The district partnership with Maverick Stadium has proven rich in benefits for our students.	$45,367 Res. 6520 Obj. 2410 Mgt.0000 $25,867 Res. 6520 Obj. 3xxx Mgt.0000
Scope of service: All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: AHS, VVHS, SHS _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.17.16 Provide professional development for all staff (classified, certificated and administrative) to increase the quality of services we provide for our students, parents and community.	$25,000 Res. 0400 LCFF Obj. 1130 $15,000 Obj. 3xxx $2,501 Obj. 5220 $10,000	Professional Development for classified employees included: Bus Driver training on diversity Security Guard training on diversity	$3,200 Res. 0000 Obj.2218 Mgt.000 $768 Res.0000 Obj.3xxx Mgt.0000 $1,300 Res.0000 Obj.5808 Mgt.0000
Scope of service: All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

2.18.16 Streamline district procedures to foster innovation. Review all district forms and procedures. Begin using blanket PARs to facilitate extra duty pay.		*$0*	VVUHSD began using electronic Personnel Action Requests in the spring of 2016 as a trial to determine if other district procedures can move to an online practice. In addition, the Strategic Plan has a detailed section on ways to address the streamlining of district procedures.		$1,800 Res.0000 Obj.5840 Mgt.815
Scope of service:	All District-wide		Scope of service:	All District-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2.19.16 Reexamine the current district substitute policy. Provide substitute coverage for both certificated and classified employees.		*$0*	The district took action address this in an increase in substitute teacher daily rate.		$0
Scope of service:	All District-wide		Scope of service:	All District-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2.20.16 Increase the number of roving substitutes at each site to support teacher professional development opportunities.		$60,0000 Res. 3010 Obj. 1140 $60,000 Obj. 3xxx $10,002 site funded	While this action was taken under discussion during our Principals' meetings, no sites moved forward in using their resources in this manner.		$0
Scope of service:	All District-wide		Scope of service:	None	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners			OR: __Low Income pupils __English Learners		

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.21.16 Provide for ongoing discussions regarding school food quality. Maintain a District Wellness Committee and create Student Nutrition Advisory Committee (SNAC) at each site.	$60,0000 Res. 3010 Obj. 1140 $60,000 Obj. 3xxx $10,002 site funded	Student Forums were held at all sites to elicit input from all students. A SNAC was created at one site. The district held its first Annual Tasting Fair in May. Twenty-five students came to the district to taste new food offering from vendors. Plans to expand student input on food selections will continue in the coming year.	$0
Scope of service: All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.22.16 Explore the economic feasibility of the reduction of distance (3 miles to 2) for student transportation services.	*$0*	This action is not possible within our current budget.	$0
Scope of service: All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: None _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.23.16 Explore the expansion of Cadet Corp and ROTC to parent choice sites.	*$0*	During the 15-16 school year, VVUHS was able to explore and expand the Cadet Corps and ROTC program to parent choice schools and other non-choice schools in our district. AHS – Expanded an additional section of Cadet Corps in 15-16 at the semester (total 2 sections) SHS – Expanded an additional section of Cadet Corps in 15-16 at the semester (total 2 sections) CIMS and UP- Created one section of Cadet Corps in 15-16 at the semester (total 1 sections)	$19,139 Res.0000 Obj.1110 Mgt.0000 $3165 Res.0000 Ojb.3xxx. Mgt.0000 $ 5,723

			District-wide total: 7 sections		Res.0000 Obj.1110 Mgt.0000 $938 Res.0000 Ojb.3xxx. Mgt.0000 $ 14,880 Res.0000 Obj.1110 Mgt.0000 $2,339 Res.0000 Ojb.3xxx. Mgt.0000 $ 5,464 Res.0000 Obj.1110 Mgt.0000 $880 Res.0000 Ojb.3xxx. Mgt.0000
Scope of service:	All District-wide		Scope of service:	AHS, SHS, CIMS	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Victor Valley Union High School District began the Strategic Planning process in February 2016. More than seventy-five persons participated in the effort. They represented management, certificated and classified personnel as well as parents and students from our district. The process evolved over three months culminating in the district Strategic Plan, Opening Doors 2016. The changes that will be made reflect the integration of the strategic plan with the LCAP. In particular, the strategic results of the plan are reflected in this document. Specific actions that were deemed completed or accomplished, not necessary or that by survey results and the LCAP Stakeholder Committee's consent deemed in need of change are reflected below.

	2.02.16 LCAP action was removed 2.04.16 LCAP action was removed 2.06.16 LCAP action was removed 2.07.16 LCAP action was removed 2.09.16 LCAP action was removed 2.12.16 LCAP action was removed 2.14.16 LCAP action was removed 2.15.16 LCAP action was removed 2.19.16 LCAP action was not supported for moving forward 2.20.16 LCAP action was not supported for moving forward 2.22.16 LCAP action was removed 2.23.06 LCAP action was removed 2.01.16 is included in new LCAP goals 2.05.16 is included in new LCAP goals 2.08.16 is included in new LCAP goals 2.10.16 is included in new LCAP goals 2.11.16 is included in new LCAP goals 2.12.16 is included in new LCAP goals 2.13.16 is included in new LCAP goals 2.16.16 is included in new LCAP goals 2.17.16 is included in new LCAP goals 2.18.16 is included in new LCAP goals Please note that all actions now are viewed through the lens of the district Strategic Plan and in accordance with our beliefs and new mission statement. The original goal 2 of our district LCAP was *Promote pupil engagement and achievement in a safe, respectful, well-maintained and equipped school learning environment**.*** It has been changed to reflect the specific results identified through the strategic planning process. The four additional goals and actions that are closely related to the previous goals and actions. For the 2016-17 LCAP, the following goals and actions were include: ***Establish district-wide uniformity in procedures, policies and materials to ensure effective implementation of district initiatives designed to increase student achievement.*** For Define and promote VVUHSD expectations for staff, students and parents. Maximize use of the district webpage as an essential tool to communicate and provide resources to all stakeholders Provide annual training for all staff on district policies and procedures, as well as customer service Solicit staff feedback via annual survey and ongoing suggestions for continuous improvement Establish a committee to review and update protocols and procedures on an annual basis

	Increase student academic success through attendance, responsible behavior, positive attitudes, increased graduation rates and preparation for college and career. Implement / maintain district and / or site student recognition programs Modify and employ behavior expectation standards per site and district-wide descriptive matrix Continue and expand Positive Behavioral Intervention and Supports (PBIS) at all sites ***Establish a variety of support services and resources for students, staff and community that encompass overall wellness***. Expand and maintain after-school supper programs for students who remain at school for sports, clubs, tutoring and other activities ***Ensure comprehensive safety standards for constantly evolving needs, district-wide, to include security and facilities*** Implement a district-wide safely plan for all sites and departments Implement quarterly calendar of required safety drills in compliance with California Education Code Establish a district-wide safety committee to perform site assessments to determine potential liabilities and create timelines to address both correction and prevention Include fire, police, corrections, probation, SROs, Neighborhood Watch and emergency responders in collaboration with district safety committee and corresponding policies For the 2017-18 LCAP, the following goals and actions were include: ***Establish district-wide uniformity in procedures, policies and materials to ensure effective implementation of district initiatives designed to increase student achievement.*** Implement handbooks for each school site and departments district-wide to include: chain of command, division of responsibilities, commonly used forms, flow charts, protocols and timelines for processes and procedures ***Increase student academic success through attendance, responsible behavior, positive attitudes, increased graduation rates and preparation for college and career.*** Provide a dedicated manager for the Student Attendance Review Board (SARB) process

Original GOAL from prior year LCAP:	**Goal 3:** **Parents, families and the community will become more fully engaged as partners in educational services and policy.**	**Related State and/or Local Priorities:** 1__ 2__ 3__ 4_X_ 5_X_ 6_X_ 7__ 8_X_ COE only: 9__10__ Local: Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	1. Increase parent attendance and involvement in DELAC and DAC *Local Metric: Parental Involvement/ Attendance at meetings, district surveys, Let's Talk usage reports* *Metric: Student Achievement: Student performance on CAASPP, API Growth and Subgroup performance* *Metric: Student Engagement/ School attendance rates* 2. Provide parents greater access to district resources and staff *Local Metric: Parental Involvement/ DELAC and DAC feedback, Let's Talk usage reports, parent surveys, WASC interview data* *Metric: School Climate/ LEA plan, SSC activities, and DELAC/ ELAC activities* 3. Increased involvement of parents *Local Metric: Parental Involvement/ DELAC and DAC feedback, Let's Talk usage reports, parent surveys, WASC interview data* *Metric: Parental Involvement/Other Student Outcomes/ Parental attendance at academic events or challenges* 4. Provide for greater access to district information for all parents *Metric: Parental Involvement/ Let's Talk usage reports. Williams report*	Actual Annual Measurable Outcomes:	1. VVUHSD is working diligently to increase parental participation. The Strategic Planning process was undertaken to elicit parental input. Sites have moved forward in the creation of parent centers. Collectively, we appreciate that our efforts focused on parent engagement need to increase. To that end, the Strategic Plan reflects an ambitious effort to embrace our community through an improved website, Parent centers at all sites, parental involvement at sites through field trips and also the assumption of the fingerprinting costs to promote greater engagement. Attendance rate of students has increased as noted in Goal 1. As also noted, *Let's Talk* has not proved an effective means for parents to communicate with site and district administration regarding concerns and questions as noted in Goal 1. As of the drafting of the LCAP, we do not have CAASPP results to report. As previously noted, API has been suspended; therefore, API data cannot be evaluated. 2. A presentation in February to District Advisory Committee (DAC) parents was held to update them on the progress of LCAP and to invite them to join the Strategic Planning process. Two presentations in the fall and spring were provided to include District English Learners Advisory Committee (DELAC) parents in the monitoring of the implementation of the LCAP and to invite them to join in the process of Strategic Planning. As also noted, *Let's Talk* has not proved an effective means for parents to communicate with site and district administration regarding concerns and questions as noted in Goal 1. 3. Parental input regarding the district Strategic Planning

			process was very positive and productive. Two parents were part of the twenty-five member team and four additional parents participated in the Action Teams as part of the Strategic Planning. Regularly scheduled meetings were conducted for both DAC and DELAC and input from both committees drove future meetings. WASC data from SHS indicated a positive parent sentiment regarding school operations. Parent attendance exceeded expectations at the Reclassification Ceremony in May. 4. The district has reported no Uniform Complaint Procedure items to the County, per the Williams settlement, for the academic year 2015-16. *Let's Talk* has not proved an effective means for parents to communicate with site and district administration (yearly total of 409 contacts) regarding concerns and questions as noted in Goal 1. The contract with the company will not be renewed for the coming year. The district did move to a new website that promises to be more user friendly for staff, parents and community members.

LCAP Year 2015-16

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
3.1.16 Employ a Public Information and Community Engagement Officer Foster the local goal to attract and retain VVUHSD students		$100,000 Res. 0400 LCFF Obj.5808	In November of 2015 the district employed a Public Information and Community Engagement Officer. The district, as of this drafting, has experienced a growth in ADA of approx. 200 students.		$30,547 Res.0400 Obj.2313 Mgt.LC03 $9,270 Res.0400 Obj.3xxx Mgt.LC03
Scope of service:	All, District-wide		Scope of service:	All District-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners			OR: __Low Income pupils __English Learners		

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3.2.16 Hold four parent forums annually		*$0*	Due to the introduction of Strategic Planning, parent forums were not held. The Director of LCAP did, instead, visit School Site Council meetings at the sites to inform parents of LCAP progress and extend an invitation for parents to be involved in the Strategic Planning process.		$0
Scope of service:	All District-wide		Scope of service:	All District-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3.3.16 Train Media Specialist to assist parents with the use of the School City portal and Let's Talk		*$0*	The Media Specialists at each site are trained and are able to assist parents in accessing student grades in the School City Parent Portal and the district's Let's Talk communication network.		$0
Scope of service:	All, District-wide		Scope of service:	All District-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3.4.16 Continue use of Let's Talk, a 24/7 two way communication system to increase parental access to district resources and staff		$21,000 Res. 0400 LCFF Obj. 5808 Mgmt. LC03	Let's Talk has not worked out to be an effective communication tool. Data usage indicates a total of 409 community and parent contacts. For a district our size, we find that this does not represent a sizeable proportion of the community at large.		$19,762 Res.0400LCFF Obj.5840 Mgt.LC03
Scope of service:	All, District-wide		Scope of service:	All District-wide	
_X_ALL			_X_ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.5.16 Open a district parent center	$40,000 Res. 0400 LCFF Obj. 4310	The district pursued a different avenue and hired a public relations offer. The position is to make accessible important information and accomplishments to parents and the community. Bi-monthly newsletters highlight students and staff achievements and activities and have been well-received. The officer is available to all who have questions and concerns and is present at all district events.	$0
Scope of service: All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.6.16 Encourage parent attendance at district meetings, both educational and informational at school sites and at the district level	$2,000 Res. 0400 LCFF Obj. 2130 $2,000 Obj. 3xxx $401.	Sites have explored various methods to draw in parents into attendance at functions. While participation is greater at sporting and celebratory events, the district will continue to work on a stronger partnership with parents regarding governance and educational issues. The Strategic Planning Committee addressed many of these issues by incorporating new goals to increase parental volunteering and participation in student activities.	$670 Res.4203 Obj.5220 Mgt.0000
Scope of service: All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All District-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.7.16 Conduct an annual parent survey to reassess needs and identify priorities	*$0*	Because the district pursued a Strategic Plan, parents were approached at the site level to increase involvement and	

			identify needs. No parent surveys were conducted.		
Scope of service:	All, District-wide		Scope of service:	All District-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As a district, we moved forward with Strategic Planning that dramatically altered how we will approach parent engagement. Parents were personally invited to be involved to engage in the strategic planning process and their voices are reflected in the 2016-17 LCAP. Victor Valley Union High School District began the Strategic Planning process in February 2016. More than seventy-five persons participated in the effort. They represented management, certificated and classified personnel, as well as community members, parents and students from our district. The process evolved over three months culminating in the district Strategic Plan, Opening Doors 2016. The changes that will be made in 2016-17 reflect the integration of the strategic plan with the LCAP. Specific actions that were deemed completed or accomplished, not necessary, or that by survey results and the LCAP Stakeholder Committee's consent, in need of change are reflected below: 3.03.16 Removed from the LCAP 3.04.16 Remove from the LCAP 3.05.16 Remove from the LCAP Additionally, the following actions were under consideration: 3.03.16 has been absorbed into the 2106-17 LCAP For the 2016-17 LCAP, the following goals and actions were include: ***Establish district-wide uniformity in procedures, policies and materials to ensure effective implementation of district initiatives designed to increase student achievement.*** Define and promote VVUHSD expectations for staff, students and parents. Maximize use of the district webpage as an essential tool to communicate and provide resources to all stakeholders ***Develop a family engagement and support program to educate parents and guardians about students' post-graduation options.*** 16-17 Invite parents to participate in college field trips with their students at both the middle and high school level. Host bilingual presentations on high school planning and/ or college & career planning. 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.

	7-18 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. Offer college and career events that provide parents information regarding, A-G Information, High School Course Planning, and College and Career Fair. ***Expand interventions to graduate students, on time, prepared for college and career.*** Hold annual parent meetings, led by certificated personnel, to educate / update them on their child(ren)'s progress towards graduation and college and or career readiness. Establish a yearly parent meeting, with language translation, with the intervention counselors for the purpose of explaining college and career paths and interventions and supports available. For the 2017-18 LCAP, the following goals and actions were include: ***Develop a family engagement and support program to educate parents and guardians about students' post-graduation options.*** Establish a comprehensive family engagement center at all sites that includes district funding for staff and for parent workshops. For the 2018-19 LCAP, the following goals and actions were include: District will provide financial resources for the cost of fingerprinting and conducting background clearances for parent volunteers.

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$_____14.854.671

These funds are calculated based on Base Grant, Grade Span Adjustment and our unduplicated counts 83.7% of English Learners, low income students, and foster youth. Supplemental and Concentration Grant funds are budgeted for expenditures to improve and/or increase services for low income, foster youth and English Language Learners. This affords VVUHSD a significant opportunity to improve the educational outcomes of these students by improving and/or increasing instructional programs and student support programs that increase access to services and reduce and eliminate barriers to student achievement.. Such services include additional support for English Language Learners, intervention programs, intervention coordinators, intervention teachers and counselors, college and career counseling services, and more, Districtwide investments include the commitment to provide support for struggling students at the secondary level through credit recovery. Foster Youth are being supported with funding to gain access to educational and social activities at the site level.

Expenditures were a combination of services, programs and additional personnel. School wide implementation of these practices will not only impact the learning environment and climate of the schools as a whole, but will also have a positive impact on the targeted subgroups.

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

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

18.41%	%

Targeted and Districtwide investments that demonstrate services are increased or improved at schools with higher concentrations of low income, English Language Learners and Foster Youth include:
Additional Support for English Learners
Credit Recovery support for Low Income students
Positive Behavior Intervention Support
Increases in and access to intervention counselors
Provision of Intervention Teachers
Child Welfare and Attendance supports
Educational Study Trips for Low Income students
Teacher collaboration time
ELA/Reading Intervention Pilot
English Learner parent education
Counselor training on diverse populations
Foster Youth database and monitoring
Foster Youth liaisons
Purchase of CSS Aligned Math materials with instructional; supports for English Learners

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

(e) “Suspension rate” shall be calculated as follows:

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

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

01-13-15 [California Department of Education]