

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.  
[Appendix A](#): Priorities 5 and 6 Rate Calculations  
[Appendix B](#): Guiding Questions: Use as prompts (not limits)  
[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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## 2018-20 Plan Summary The Story

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

Valley International Preparatory High School (VIPHS) is a site-based high school serving students in grades nine through twelve. The school was founded in the 2018-2019 academic year, and is finishing its first year of operations.

## LCAP Highlights

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

Based on our first year of operation, VIPHS has made modifications to its goals from 2018-2019 in order to streamline the LCAP process for future years. Based on stakeholder input and analysis of the 2018-2019 LCAP, we found that a number of goals and actions/services were redundant, thus they were combined in order to accomplish a number of things. One was to make the LCAP more approachable to our stakeholders, as stakeholders reported feeling a little overwhelmed with eight goals. Another was to make sure our efforts are more clearly focused on several big goals that are aligned with several state priorities, rather than having a separate goal for each state priority.

As a result, we have revised our four goals to include:

**Goal 1: High Quality Academics:** VIPHS will provide all students with rigorous, standards-aligned curricula that include Advanced Placement coursework, academic and arts electives, and related extracurricular opportunities, ensuring readiness for a full range of college and career options that are presented and taught by highly effective and fully credentialed teachers in core subject areas.

**Goal 2: *Engaging and Supporting All Students:*** VIPHS will facilitate all students in acquiring the skills and knowledge to become college and career ready through an engaging and supportive emotional environment that is also safe, well-maintained, healthy, and nurturing.

**Goal 3: *Continual Improvement:*** VIPHS will continue increasing its percentage of students meeting or exceeding standards in ELA and Mathematics, highlighted by students in all subgroups participating and excelling in an inclusive learning environment that is differentiated to address each student's unique needs.

**Goal 4: *Stakeholder Involvement:*** VIPHS will engage parents & guardians in meaningful ways that include them as partners in the school's formal education of students and investment in college/career preparation.

## Review of Performance

### Greatest Progress

VIPHS has been able to accomplish many positive steps in its first year. In June, the school will graduate its first class of seventy-one seniors, who have been admitted to a wide variety of colleges & universities around the United States and internationally. Of those seventy-one seniors, we project that approximately 85% will commit to attending a four-year college/university, with the majority of the remainder opting for community college.

VIPHS also achieved its initial WASC accreditation, receiving its official notification letter in February of 2019. Several members of the leadership team are active members of WASC, and the school has already begun examining the self-study process to prepare for the full three-year WASC visit in the Spring of 2022.

Despite the distance from the zip codes identified in its charter and its associated challenges, VIPHS has much to celebrate and appreciate about the co-location at Chatsworth Charter High School. VIPHS' colocation has been a harmonious and mutually beneficial one, as we occupied bungalows that had previously been vacant (and according to Chatsworth staff, had acted as an attractive nuisance for all kinds of unwanted behavior). We've worked closely with Chatsworth staff to ensure a safe and orderly campus environment for both student bodies, including some opportunities for collaboration. During the UTLA strike, VIPHS' Principal, the UTLA Union Rep for the Chatsworth campus, and Chatsworth's Principal met to discuss logistics and ensured a mutually respectful environment during a time of tense labor negotiations (VIPHS office staff even brought coffee and donuts to picketers on DeSoto one rainy morning).

In the fall, VIPHS' Principal was able to secure a California Interscholastic League Multi-School Agreement with the support of Board President Garcia's office, allowing VIPHS students to try out for and play on Chatsworth's sports team.

The music teacher at VIPHS has also struck up a friendship with the band director at Chatsworth, and the two have engaged in a number of collaborative enterprises. VIPHS' music teacher has played electric guitar with Chatsworth's band at numerous home football games, and Chatsworth band students provided a horn section backup to a VIPHS music class performance of original jazz and blues songs and covers.

Our speech and debate program, which reflects the school's emphasis on communications, has had outstanding results, the accolades of which are too numerous to list here. In late April, VIP High School's Speech and Debate team received the First Place Team Excellence Award out of 310+ schools at the national Tournament of Champions in Kentucky. Earlier this month, our team was named overall sweepstakes runner-up out of 160+ schools at the State Championship - along with the titles of #1 team in SoCal, and #1 tuition-free school. This is the first time a west Los Angeles team has ranked in the top two in roughly twenty years.

Finally, data around academic performance and college acceptances/matriculation show that VIPHS is on its way to achieving its mission and vision of providing a well-rounded, standards-based program that prepares and guides students into their "right college fit." Binders two and three go into this data more in-depth, but in short:

85% of seniors are planning to matriculate to a four-year college (in 18 different states and 2 foreign countries), with the majority of the remainder planning to attend community college. VIPHS' 71 seniors received a total of 426 acceptances to 232 different colleges/universities, representing a wide range of options.

Interim CAASPP data indicates that VIPHS students will perform well above district & state averages, and slightly above comparable local schools on the summative CAASPP (at the time of the oversight visit, VIPHS has not yet conducted the summative assessments).

NWEA MAP Testing data shows VIPHS students testing above national norms in ELA (normative data for the new Algebra 1, Geometry, and Algebra 2 tests has not yet been released), and exceeding national growth norms from Fall to Spring.

VIPHS has already begun the process of improving and refining its approaches for the coming year. Staff is currently engaged in focus groups, discussing different elements of the school's program and how they can be improved.

As we finish our first year in operation and look forward to the second, VIPHS' outlook is optimistic about all aspects of the school's program and future growth.

## **Greatest Needs**

As a large percentage of students at VIPHS joined the community after attending a hybrid independent study program that the current leadership and many of the staff worked at, improving and maintaining high levels of average daily attendance has been a struggle in VIPHS' first year of operations. Many students and families are still adjusting to the mandatory attendance requirement of a site-based program, although we have seen gains in the closing months of the academic year due to the implementation of a number of positive attendance initiatives. The ADA rate for the academic year is projected to be around 92%, falling short of the previous LCAP's target of 95% or higher.

Enrollment has also been a barrier for success for VIPHS, as its initial enrollment in the summer of 2018 fell well below its projected enrollment, resulting in a number of cash-flow issues and a reduction in staffing. Prior to commencing operations, the school estimated an enrollment of 325 on its PENSEC report due to expressed interest of families, but the co-location in Chatsworth proved too

far of a distance to commute for many families on the prospective student list, most of whom lived in the East Valley communities of Sherman Oaks, Van Nuys, Panorama City, Pacoima, Valley Village, and Studio City. The schools initial enrollment in August 2018 was approximately 200 students. VIPHS' final co-location agreement was not offered until May 2018, which meant that recruitment efforts were stifled by uncertainty in regards to the school's location. As a result, two staff members had to be laid off in October. That said, through a rearrangement of staff duties and adjustment to the master schedule, students' education and access to highly qualified teachers was not disrupted. As the year has progressed, VIPHS has increased its enrollment to 222 students.

## Performance Gaps

N/A - First year of operation and do not have CA School Dashboard ratings yet.

# Annual Update

LCAP Year Reviewed: 2018-2019

## Goal 1

VIPHS will ensure all students are provided a supportive learning environment that includes highly effective and fully credentialed teachers in core subject areas and which provides full access to standards-aligned instructional materials in a well-maintained facility

State and/or Local Priorities addressed by this goal:

State Priorities: 1  
Local Priorities: N/A

## Annual Measurable Outcomes

Expected

Actual

100% of core subject teachers will be credentialed and/or ESSA compliant

100% of core subject teachers are credentialed and ESSA compliant, two non-core arts teachers are currently in process of gaining intern and CTE credential.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Assure that all current teachers and all new teachers in core subject areas that are hired have correct credential and are assigned to the appropriate content areas classes.	Through completion of ESSA grid as part of fall new school visit, all teachers of core subject areas were found to be properly credentialed.	\$1,090,110	\$722,019

	Two non-core teachers are in process.		
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## Analysis

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

Through its hiring and recruitment efforts, VIPHS was able to ensure that all core subject area teachers (Math, Science, History, ELA, & Foreign Language) are properly credentialed and teaching within their authorized areas. This was due to pre-screening as part of the interview and hiring process in order to ensure that core subject teachers were all properly credentialed.

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

As previously mentioned, core subject area teachers are properly credentialed, and for our three non-credentialed teachers, we are currently in process of ensuring that they will be soon. Our communications and speech and debate teacher is being considered for an eminence credential and presented his case to the CTC Commissioners on April 12th in Sacramento. Our theatre teacher is entering an English intern credential program at Cal-State Northridge, with theatre being an appropriate subject matter under CTC guidelines for an ELA credential to teach. Finally, our music teacher, with extensive experience in the professional performance and recording industry, is in process of applying for a Career and Technical Education (CTE) credential.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The primary reason for the difference between budgeted expenditures from last year's LCP and the estimated actual expenditures is due to the enrollment and consequent budget shortfall. We had to release two staff members in October due to shortfall in funding, and a third staff member due to other reasons. We also did not fill all planned positions from last year's LCAP, thus the difference in budgeted vs estimated actual.

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

We plan to continue with this goal for the coming academic year, and have merged it with several others. An increase in projected enrollment means increased hiring as well as assisting our non-credentialed staff in achieving their credential. This can be found in the 2019-2020 LCAP.

## Goal 2

VIPHS will provide all students with rigorous, standards-aligned curricula (including supporting technology and access to advanced classes) ensuring readiness for a full range of college and career options.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2  
Local Priorities: N/A

## Annual Measurable Outcomes

Expected

Actual

All A-G required classes will be offered and all students will be enrolled in A-G courses that move them towards graduation

At time of LCAP drafting, all courses are currently being submitted through UC A-G portal and we anticipate approval by the end of the academic year.

## Actions / Services

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A master schedule will be designed by administration that includes sufficient courses for students to meet A-G requirements as well as additional advanced classes and electives to prepare for college-level courses	A master schedule was planned that includes sufficient courses for students to meet A-G requirements. AP Courses participated in AP course audit and were approved.	\$200,000	\$200,000

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Principal and Executive Director will oversee submission of all courses to UC A-G Portal for approval beginning in Spring, 2019	At time of LCAP drafting, all courses are currently being submitted through UC A-G portal and we anticipate approval by the end of the academic year.	\$0	\$0

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The academic counselor and grade level teams will review schedules and progress in classes to ensure that all students are on track for graduation	Grade level teams met bimonthly on Wednesday mornings to discuss students in need of intervention and conduct outreach to parents/guardians.  Academic counselor conducted credit checks for all seniors in fall, drafted intervention plans for students deficient in credits.	\$67,250	\$67,250

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional development to all staff regarding SDAIE and English language development standards in order to support EL students	Professional development at VIPHS is embedded and ongoing. In spring, staff participated in "lesson tuning," a process whereby teachers submit their lesson plans to their peers for in-depth feedback, including differentiation strategies that are part of SDAIE	\$5,000	\$5,000

## Analysis

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

We describe this goal as "nearly met." While VIPHS has provided access to a rigorous, standards-aligned curriculum, we are currently still in the process of course submission through UC Doorways. However, VIPHS leadership has gone through UC approval process previously and can attest that students college and career options are not affected by the lag in approval as courses are retroactively approved to the beginning of the academic year in which they were submitted. All courses will be submitted for approval by the May 31 deadline set by UC.

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

Actions and services that were set to achieve the goal were overall effective. As a result of a well-designed master schedule, monitoring of credit accumulation, and professional development, 93.7% of students are on track for graduation, with 83.7% on track for A-G achievement. Barring any unforeseen changes, our senior class will have a graduation rate of 98.6% with 90.1% achieving A-G credit.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A - budgeted and actual expenditures are in alignment on this goal.

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

This goal has been merged with goal one as they deal with different aspects of the same outcome. Thus, for purposes of streamlining the LCAP, we have merged this goal along with goal seven with goal one. This allowed us to identify a more clearly quantifiable set of outcome data and thus we can more efficiently and effectively monitor and implement the goal and related actions/services. This can be found in the 2019-2020 LCAP.

# Goal 3

VIPHS will continue increase the percentage of students meeting or exceeding standards in ELA and Mathematics

State and/or Local Priorities addressed by this goal:

State Priorities: 1  
Local Priorities: N/A

## Annual Measurable Outcomes

Expected	Actual
The school will annually increase the number of students achieving proficiency in ELA on the CAASPP exam and on benchmark assessments	As the 2018-2019 academic year is VIPHS' first year of operations, baselines are being established for growth in future years.
The school will annually increase the number of students achieve proficiency in Mathematics on the CAASPP exam and on benchmark assessments	As the 2018-2019 academic year is VIPHS' first year of operations, baselines are being established for growth in future years.
Percentage of EL students reclassifying will increase	As the 2018-2019 academic year is VIPHS' first year of operations, baselines are being established for growth in future years. We currently anticipate one of our four EL students will reclassify when ELPAC results come in.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Conduct ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, low income students and foster youth, (2) set internal baseline performance targets, and (3) design and deliver appropriate professional development	<p>At beginning of year, teachers did a standards "deep dive" to align standards to the Key Cognitive Strategies, which were then used for weekly lesson plans</p> <p>Teachers submitted weekly lesson plans to admin team, who provided feedback and suggestions for improvement. Trends in weekly plans were also used to plan PD.</p> <p>Teachers engaged in bi-monthly "lesson tuning" sessions for sharing of best practices in order to improve and refine delivery of high quality standards-based program</p>	\$112,250	\$59,849

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide or obtain training opportunities for certificated staff on Common Core implementation strategies for ELA and Math, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world application.	<p>Training opportunities for common core implementation were provided primarily in-house. ELA and Math departments participated in CAASPP Interim Assessment training delivered by Principal and Assistant Principal</p> <p>Bimonthly lesson tuning sessions also helped teachers refine lessons to focus on critical thinking</p>	\$7,500	\$7,500

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement personalized intervention strategies and programs, including a push-in co-teaching model of small group instruction for English Learners and students with disabilities, in order to meet individual needs of specific students	<p>VIPHS has a dedicated ELD support period that uses Houghton Mifflin's "English 3D" program in order to provide personalized support for English learners</p> <p>VIPHS uses a dedicated, structured study hall that focuses on the research-based practice of academic coaching for students with IEPs, and follows a collaborative consultation model, where the support provider works with content area teachers in order to make sure that accommodations are embedded in the general ed classrooms and works 1:1 with the student to ensure students are making progress on their IEP goals</p> <p>A push-in model is currently only being used in several math classes as a pilot</p>	\$249,643	\$249,643

## Analysis

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

We describe this goal as "nearly met." One reason is that as a new school, we can't truly evaluate whether we are increasing the percentage of students meeting or exceeding standards, but the data does point in that direction. Interim CAASPP assessments shows that VIPHS students are currently exceeding state and district averages, with the sophomore classes' data indicating that they will exceed the peers in the 2019-2020 academic year. Our current freshman surpassing their sophomore peers in the 2020-2021 academic year may be an uphill climb, but a large percentage of them are in the "standard nearly met" column, and we believe with our quality instructional program, we'll be able to shift more of them over the next two years into standard met or exceeded. We also continue to refine our instructional approaches.

Over the course of the year, the curriculum and instruction being delivered by teachers was regularly reviewed by administration to ensure a quality educational program. In the springtime, staff met in

focus groups to further discuss how we will document and improve on our standards-aligned curricula in future years.

For action three, the reason for the shift from the original goal of push-in to academic coaching was to more closely mirror the service delivery model of colleges and universities. This makes our Sped program more closely aligned with our overall mission and vision of college preparation, including for students with disabilities.

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

As mentioned in the previous narrative, interim CAASPP data and MAP testing data is indicating that students at VIPHS are performing above state, district, and national averages. The achievement data is pointing in the direction of improvement in future years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The main area where estimated actuals were below those initially budgeted were in line items 4100, 4200, 4320, & 4325, which dealt with textbooks, instructional materials, etc. Due to our lower enrollment, we had to fine line items where we could save money, and these were line items we had initially over-budgeted for as a new school. We believe that over-budgeting certain line items in order to be conservative and have “wiggle room” later on if it is needed is a more responsible approach to budgeting, hence the lower expenditures than expected. In the spring, when we were approved for the PCSGP grant, we’ve begun spending more money on purchasing materials.

The lower amount for action three reflects that we had to let go a staff member in the fall whose salary fell under that line item. The difference in salary accounts for the lower expended amount.

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

Goal three was modified to merged with goals 5, 6, & 8, as we found that they overlapped in many ways. By merging them and identifying a more clear set of quantifiable expected outcomes, the goal can be more effectively & efficiently administered and measured. This can be found in the 2019-2020 LCAP.

## Goal 4

VIPHS will engage parents/guardians in meaningful ways that include parents as partners in the formal education of students and invest them in college/career preparation.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: N/A

## Annual Measurable Outcomes

Expected	Actual
At least 90% of families will participate in some workshop or event over the course of the year	83.4% of parents participated in some workshop or event over the course of the year
At least 90% of families will participate in the ILP process	54% of families participated in the ILP process
Baseline increase of number of parents saying they are “overall satisfied” with the school and its programs	81.3% of families indicated in the spring LCAP survey that they are overall “satisfied” (25%) or “very satisfied (53.6%),” and this will establish baseline for future years and surveys.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Grade level teams will take lead in outreach, regularly notifying parents/guardians of students in danger of failing classes and scheduling intervention meetings with them	Grade level teams meet bimonthly, teachers informed parents twice per semester, and SST teams met to plan interventions.	\$0	\$0

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Grade level teams will take lead in outreach and scheduling of individualized learning plan appointments in the fall and spring	Grade level teams set ILP appointments in fall and spring, 54% of families participated	\$0	\$0

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A calendar of events will be established with fall and spring all-parent meeting and grade-level specific college information nights	A calendar was established on the viph.org website with all indicated events	\$5,000	\$5,652

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A parent survey gauging satisfaction/perceptions of the school will be sent out in the fall and spring	An extensive survey was sent out in the fall, and a shorter LCAP survey sent out in the spring.	\$0	\$0

## Analysis

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

We describe this goal as “nearly met.” We initially set a very high goal of 90% participation in the ILP process in advisory, while only 54% of parents ended up doing so. Disruption to advisory caused by staffing changes and the distance of the campus from the zip codes we service help explain this. However, we did find that 83.4% of parents attended at least one school event, counseling session, workshop, or performance over the course of the year. Finally, over 95% of junior and senior families participated in college counseling.

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

Generally, we’re finding that students and families are not as invested in the ILP process as we would like, and have begun discussing ways to improve it for future years. As part of our focus group discussions with staff and with the School Site Council, we’re moving towards an ongoing conferencing model for advisory in the coming year rather than seeing the conferencing component as a “once in the fall” and “once in the spring,” type approach.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For action three, we ended up spending slightly more on college-related planning as we wanted to provide a variety of events and supports, since the college mission and vision is the core feature of the school.

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

Goal four remains the same, although expected annual outcomes were modified to be more quantifiable. This can be found in the 2019-2020 LCAP.

## Goal 5

VIPHS will facilitate all students in acquiring the skills and developing the knowledge to be college and career ready through an engaging and supportive emotional environment, and through a variety of academic opportunities and programs to support their learning experience.

State and/or Local Priorities addressed by this goal:

State Priorities: 1  
Local Priorities: N/A

### Annual Measurable Outcomes

Expected	Actual
VIPHS will maintain a 95% or higher graduation rate	98.6% of seniors will graduate in June 2019
At least 90% of students will be accepted to a college and/or university	94.4% (68/72) seniors were accepted to a four-year college/university, remaining students were all accepted to community colleges.
At least 80% of students will choose to attend a four-year university	At time of LCAP drafting, based on one-on-one interviews with seniors in the spring, we anticipate 86.1% of seniors will attend a four-year university. Of remaining students, they will attend community college.
Grade level advisory teams will incorporate the College Board's advisory curriculum and create original curriculum and weekly activities for advisory classes	Grade level teams met bimonthly to incorporate the COLlege Board's advisory curriculum as well as teacher/team-generated lesson plans geared towards student need.
The percentage of students expressing overall satisfaction with the school will increase each year	As this is the school's first year of operation, this year sets the baseline. We used LAUSD's School Climate survey in the fall, which does not have a question simply asking about overall satisfaction. However, in Fall of 2018 81.5% of students agreed or strongly agreed that they are "Happy to be at this school."

### Actions / Services

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

#### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers and students will have access to Common Core aligned	All teachers were provided with teacher copies of textbooks listed in VIPHS charter, in addition to PDF versions of additional standards-aligned textbooks. Whenever textbook resources were	\$135,000	\$71,494

curricular materials and will be provided ongoing support to implement materials fully	used, all students were provided with their own copies or digital versions of resources to ensure full access. Using state standards, textbook resources, and additional teacher-researched and/or teacher-generated materials, teachers submitted weekly lesson plans for review by administration, who then providing ongoing feedback and support on planning and delivering of instruction.		
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## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SST team, departments, and grade level teams will provide targeted interventions for both academic and social-emotional support	SST team, departments, and grade level teams provided targeted interventions for both academic and social-emotional support.	\$0	\$0

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Grade level teams will incorporate the College Board's advisory curriculum as well as develop original lessons that target grade-level needs	Grade level teams incorporated the College Board's advisory curriculum as well as develop original lessons that target grade-level needs	\$0	\$2,710

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The counseling department and advisory teachers will provide in-depth college counseling to juniors and seniors	The counseling department and advisory teachers provided in-depth college counseling to juniors and seniors. Over 95% of junior and senior families participated, and junior/senior grade level teams met bimonthly to discuss college planning.	\$2,500	\$1,674

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will complete a fall and spring survey regarding their perceptions of school	At time of drafting of LCAP, students have completed a fall survey. Feedback indicated that it was too long, so a new survey is currently in development. <sup>3</sup>	\$0	\$0

# Analysis

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

We describe the overall implementation of this goal as “met,” and this is supported by the data coming in for our first academic year. The VIPHS graduation rate will be over 98%, interim CAASPP data is indicating high levels of college and career readiness on the standards for juniors, 85% of our seniors will attend four year schools, 99% of our seniors were accepted to some form of higher education. On every metric identified in the LCAP, VIPHS is achieving goal five.

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

As mentioned in the previous narrative, we find the actions/services chosen and implemented to be overall effective in achieving the goals. Those approaches will continue to be refined in future years through stakeholder input in order to make their implementation even more effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As with goal three, due to our lower enrollment, we had to find areas in the budget where we could save money, and these were line items we had initially over-budgeted for as a new school. We believe that over-budgeting certain line items in order to be conservative and have “wiggle room” later one if it is needed is a more responsible approach to budgeting, hence the lower expenditures than expected. In the spring, when we were approved for the PCSGP grant, we’ve begun spending more money on purchasing materials.

We also spent more on action item three to account for the purchase of Naviance, which aided in the implementation of a college-focused curriculum since it gives us a way to monitor students’ college application process as well as have students entered in the system before their senior year.

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

This was merged with goal three, along with a refinement to expected measurable outcomes to be more quantifiable. This can be found in the 2019-2020 LCAP.

## Goal 6

VIPHS will provide a safe, healthy, and nurturing environment to foster social, emotional, and academic success for all students

State and/or Local Priorities addressed by this goal:

State Priorities: 1  
Local Priorities: N/A

## Annual Measurable Outcomes

Expected	Actual
Maintain at least a 95% attendance rate	At time of LCAP drafting, ADA at VIPHS is around 92%
Maintain a chronic absenteeism rate below 5%, as defined by students with an attendance rate of 90% or less	VIPHS chronic absenteeism rate was 24%
Maintain a suspension/expulsion rate less than or equal to 1%	Suspension / expulsion rate is less than 1%
Drop out rate of less than 5%	Dropout rate is 0.4%, representing only one student who has expressed a wish to

## Actions / Services

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Front office staff, guidance counselor, and grade level teams will monitor attendance and make appropriate referrals to SST and/or conduct parent outreach	Front office staff, guidance counselor, and grade level teams monitored attendance and made appropriate referrals to SST and/or conduct parent outreach, getting parent responses and engagement has proven a major challenge.	\$142,550	\$142,550

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff will be trained in use of restorative justice techniques in order to establish and maintain a progressive discipline plan that focuses on positive behavior support, restorative justice, and alternatives to suspension	Staff was provided ongoing feedback and coaching regarding classroom management and discipline. A number of alternatives to suspension were implemented, and two additional staff members (dean and guidance counselor) are attending restorative justice training this summer.	\$0	\$848

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
VIPHS will provide students with a safe, well-kept facility that	VIPHS worked closely with Prop 39 office and Chatsworth maintenance staff to achieve this goal, and meals are provided through Better 4 You foods.	\$361,707	\$227,559

includes meal services			
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## Analysis

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

Our average daily attendance has been a major challenge throughout the year. Students transitioning from a previous independent study program that did not have mandated attendance along with the distance from the zip codes identified in our charter have meant our average daily attendance has hovered around 91-92%.

However, based on student responses, students are overwhelmingly happy and indicate that VIPHS has provided a safe, healthy, and nurturing environment. 81.5% of students indicate “they are happy to be at this school,” 81% say they “feel like they are a part of this school,” 89% of students agree that “teachers at this school treat students fairly,” 85.6% say they feel “accepted for who they are,” 95.8% of students say “LGBT students are accepted at this school,” and so on. Results from parent survey are similar, with 92.7% of parents reporting that they believe “Teachers take my concerns seriously,” 90.6% saying they feel “welcome to participate at this school,” 81.3% of parents reporting that “the school informs me of my child’s progress,” and 98.5% of parents agreeing that “staff at this school expect my child to attend college.”

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

Due to our issues with attendance, we rank this goal as the one that was the least implemented. While students indicate high levels of satisfaction and engagement, the school needs to focus improvement efforts on attendance outreach. Some new interventions and incentives were implemented in the spring that helped increase ADA, but overall the school will need to focus additional efforts on attendance improvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action two shows an expenditure less than what was budgeted. This was due to our ability to negotiate a lowering of our monthly payment to the district because we waived rights to certain shared spaces including athletic fields, the library, etc. because it was deemed that VIPHS could provide a quality program with less of a footprint than was in the initial Prop 39 agreement.

Action three shows an expenditure that is higher than what was budgeted. That is because we found an opportunity to send two additional staff members to restorative training to ensure that this goal is even more effectively implemented in coming years and that more staff are trained to conduct formal restorative circles.

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

[Add text here]

## Goal 7

VIPHS will provide all students with the opportunity, encouragement, and support to experience and succeed in a range of courses for college and career readiness, including Advanced Placement, academic electives, arts electives, and extra-curriculars

State and/or Local Priorities addressed by this goal:

State Priorities: 7  
Local Priorities: N/A

### Annual Measurable Outcomes

Expected	Actual
The school will offer at least eight AP Courses that are open to all students in grades 10-12	The school offered nine AP courses, with 100% of juniors and seniors participating in at least one and 42.9% of sophomore participating.
At least 75% of students will take at least one AP courses during high school	100% of graduating seniors will have taken an AP course during their high school career. We anticipate this will continue to be the case in future years as we require juniors to take AP US History.
100% of students will participate in a college, career, or extracurricular related event prior to graduating	As this is the school's first year of operation, we cannot yet measure this outcome. However, as part of the school's curricular program, we've decided to take all sophomore and junior students to the NACAC college fair in Pasadena every spring in order to expose them to a variety of higher education options. Thus, within the next three years, we will have reached 100% participation through that event alone.

### Actions / Services

#### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide academic and non-academic supports for all students	All teachers were provided with teacher copies of textbooks listed in VIPHS charter, in addition to PDF versions of additional standards-aligned textbooks. Whenever textbook resources were used, all students were provided with their own copies or digital versions of resources to ensure full access. Using state standards, textbook resources, and additional teacher-researched and/or teacher-generated materials, teachers submitted weekly lesson plans for review by	\$0	\$0

	administration, who then providing ongoing feedback and support on planning and delivering of instruction.		
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## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide weekly opportunities overseen by grade level teams	<p>Tutoring opportunities were more sporadic, and generally overseen by academic teachers rather than grade level teams. "Open office hours" were every Friday from 8:15 - 9:15, so all students were provided weekly opportunities for tutoring.</p> <p>A school-wide tutoring initiative was implemented in May to provide for more grade-level team provided tutoring.</p>	\$0	\$0

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will sponsor students who wish to start clubs / extra curricular activities	Action three was primarily carried out through the formation of student council and the associated events throughout the year that Student Council planned.	\$13,750	\$13,750

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Counseling department will oversee providing students with a variety of opportunities for college and career-ready experiences including college trips, alumni panel, and exposure to career opportunities	Counseling department provided a variety of experiences, including two dozen college rep visits, a comprehensive mini College fair on campus run by RACC on April 9th, and a field trip with all sophomores and juniors to the NACAC college fair in Pasadena on April 2nd.	\$0	\$0

## Analysis

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

Students have regular access to their academic counselor, and for a smaller school, in addition to core courses, VIPHS offered nine AP courses, six visual and performing arts elective choices, four communications electives, two science electives, three social science electives, and two ELA electives. 100% of juniors and seniors were enrolled in at least one AP course. As a result, we plan to modify this goal to include a stipulation that all students take at least one AP course before

graduating. With growth in enrollment coming the next year, we expect to continue to offer a wide variety of courses for students to take along with the encouragement to take them.

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

Overall, the data supports the conclusion that the school was overall effective in its actions/services that were outlined in order to achieve the articulated goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action one had less actual expenditures than budgeted, the reason for which has been previously explained. Generally, each time there was a lower estimated actual was due to our lower enrollment and the need to spend less on over-budgeted line items.

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

Elements of this goal were merged with goals one and two, along with a refinement to expected measurable outcomes to be more quantifiable. This can be found in the 2019-2020 LCAP.

# Goal 8

Students with IEPs will participate and excel in an inclusive learning environment that is differentiated for each student's unique needs.

State and/or Local Priorities addressed by this goal:

State Priorities: 1  
Local Priorities: N/A

## Annual Measurable Outcomes

Expected

Actual

>90% of students with IEPs will meet the annual goals stated in their IEPs.

While this cannot be done until after the year is over, we currently anticipate approximately 80% of students with IEPs will meet their annual goals

## Actions / Services

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support staff through ongoing professional development in providing differentiated and engaging instruction using a variety of methodologies in order to support achievement in all students	VIPHS has provided ongoing opportunities for its special education staff's professional development that is similar to our "coaching" program for students.	\$0	\$0

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide additional support and intervention for struggling students including counseling, SSTs, and tutoring	Students were provided additional support through these methods, with a variety of intervention strategies implemented. Internal data shows many of these interventions were successful in addressing the targeted deficiencies..	\$0	\$0

## Analysis

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

Presently, VIPHS has provided opportunities for its special education staff's professional development that is similar to our "coaching" program for students. While at present, this program is

unstructured, teachers are encouraged to come to speak with the case managers and Director of Special Education when an issue arises with a student, or they are struggling in any area of IEP or accommodation implementation. We have plans for the coming academic year to do a more in-depth coaching model where teachers' classes are covered, and have extensive one-on-one meeting with SpEd staff to review each and every student's IEP and discuss best practices in implementing their accommodations (this is further outlined below under "structured collaboration").

The Director of Special Education is also available to observe teachers lessons, which has been done on a sporadic basis this year, typically when requested by the general education teacher, or necessitated by an upcoming IEP. During these observations, general education teachers receive feedback on their implementation of UDL as well as the implementation of accommodations for specific students in the classroom. In the upcoming academic year, we have plans to routinize this process, and increase the frequency of attendance in classes by the Director of Special Education.

The following is the extent of the outside professional development attended this academic year by special education staff:

- \* LAUSD Special Education Overview for New Administrators, Director of SpEd attended
- \* California Charter Schools Conference, Director of SpEd attended.
- \* LAUSD Using Welligent, Education Specialist attended
- \* LA Charter School Symposium - Director of SpEd, Education Specialist & Executive Director

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

Overall, while we did not meet our expected outcome, we realized that the goal of 90% is too high. 80% of students are expected to meet or exceed goals in their IEPs, and students with an IEP have a collective expected GPA of 3.2, showing they are participating and excelling in the general ed curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As part of staff restructuring, we had to release one of our educational specialists in the fall, which accounts for the lower estimated actuals vs. budgeted.

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

This goal was modified and merged with goal three, along with a refinement of the measurable outcomes to be more quantifiable. This can be found in the 2019-2020 LCAP.

# Stakeholder Engagement

LCAP Year: 2019-2020

## Involvement Process for LCAP and Annual Update

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

Stakeholders at VIPHS were consulted in a variety of formats and on a variety of topics over the course of the year, all which are being used to craft the 2019-2020 LCAP. The table below outlines some of the major times, stakeholders consulted, and the nature of consultation regarding the LCAP over the course of the 2018-2019 year.

### **December, 2018**

Student experience survey completed in advisories on various dates.

### **January 9, 2019**

Parent experience survey sent via Parent Square.

### **February 21, 2019**

Families in attendance at “all parent meeting”

Presentation to parents regarding the new school dashboard and LCAP.

### **March 27, 2019**

“Friends of Parents in Partnership” parent booster club

Discussion with eight parent leaders regarding the LCAP, interim CAASPP data, and feedback on the goals.

### **April 10, 2019**

Presented LCAP update, estimated expenditures vs actuals, and discussed continuing eight goals for 2019-2020 in order to maintain focus.

### **May 2, 2019**

School Site Council

Provided update on LCAP and achievement of goals from previous year, similar to presentation in guiding questions of oversight visit.

### **May 6, 2019**

All families and students on mailing list

LCAP Update and Feedback Form sent to mailing list via the weekly newsletter, the “VIP Voice” in English and Spanish

### **May 14, 2019**

All families on mailing list

Separate LCAP Update and Feedback in English and Spanish form sent via Parent Square due to low response rate from previous mailing.

(TBD)

**June 6, 2019**

School site council

Present final draft of LCAP to school site council

**June 12, 2019**

Board of Directors

Present final draft of LCAP for approval

## Impact on LCAP and Annual Update

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

Stakeholders generally agreed that the goals for the 2018-2019 academic year were worthwhile and pursuing for another year to track growth over time. However, we found that many of the goals, actions, and services were redundant, or on the other hand, too vague to be measured with hard, quantifiably data. Consequently, we combined those goals, actions, & services in order to streamline the LCAP and have less overall goals to focus on and report out on, while retaining ones that are specific enough to address all eight state priorities.

Much of this was it due to being our first LCAP, and we hadn't yet gone through a full year to more clearly identify the needs of the school, the goals that were appropriate to address them, and the actions steps and measurable outcomes that would be the most appropriate.

VIPHS feels that the four modified goals identified for the 2019-2020, and the modified measurable outcomes used to measure our future success, will provide a more solid framework for the school moving forward.

# Goals, Actions, & Services

## Goal 1 [modified]

VIPHS will provide all students with rigorous, standards-aligned curricula that include Advanced Placement coursework, academic and arts electives, and related extracurricular opportunities, ensuring readiness for a full range of college and career options that are presented and taught by highly effective and fully credentialed teachers in core subject areas.

### State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, & 7

### Identified Need:

Based on stakeholder input and leadership team review of previous year's LCAP, it was determined there was much overlap between Goals 1-3, and that by merging them and identifying a few strong metrics by which to evaluate them, the LCAP process would be streamlined and allow the school to have stronger, clearer, quantifiable, and more focused outcomes to which to strive for.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-2020	2020-2021	2021-2022
10)% ESSA Compliance for core subjects	100% in core subjects, (87.5% when arts included)	100% in core subjects	100% in core subjects	100% in core subjects
Maintain a graduation rate of 98% or higher	98.6% (expected 2018 rate)	≥ 98%	≥ 98%	≥ 98%
Establish and maintain an AP Course Participation Rate of 70% or higher	68.2%	≥ 70%	≥ 70%	≥ 70%
Establish and maintain an AP Exam Participation Rate of 50% or higher	32.7%	≥ 40%	≥ 50%	≥ 50%
Grow the school's A-G Satisfaction Rate to 90% or higher by 2021-2022	83.7%	≥ 85%	≥ 87%	≥ 90%
Maintain a percentage of students accepted to four-year schools at 95% or higher	98.6%	≥ 95%	≥ 95%	≥ 95%
Maintain a four-year college matriculation rate of 80% or higher	85%	≥ 80%	≥ 80%	≥ 80%

### Planned Actions / Services

## Action 1

Design a master schedule that includes sufficient courses for A-G requirements as well as additional advanced classes and electives to prepare for college level courses, and focus teacher recruitment efforts to ensure that all current and new teachers in core subjects areas have correct credential and are assigned to appropriate classes in that master schedule.

### Students to be Served:

All students

### Location(s):

Grades 9-12

### Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$1,354,077	\$1,464,077	\$1,464,077
Source	LCFF	LCFF	LCFF
Budget Reference	Teachers Salaries, Teacher - Special Ed, Certificated Supervisor & Administrator Salaries  1100, 1148, 1300	Teachers Salaries, Teacher - Special Ed, Certificated Supervisor & Administrator Salaries  1100, 1148, 1300	Teachers Salaries, Teacher - Special Ed, Certificated Supervisor & Administrator Salaries  1100, 1148, 1300

## Action 2

Conduct an ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of a high quality standards based program for all students, including ELs, low income students, and foster youth, (2) adjust curriculum and instruction in response to internal and external assessment data, (3) elicit teacher and other stakeholder input on curricular purchases to support the school's mission and vision, and (4) design and deliver appropriate professional development

### Students to be Served:

All students

### Location(s):

Grades 9-12

### Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$126,479	\$140,000	\$140,000
Source	LCFF	LCFF	LCFF
Budget Reference	Approved textbooks and core curricular materials, Books & other reference materials, Educational software, Instructional materials & supplies, Office supplies, & Professional development  4100, 4200, 4320, 4325, 4330, 5863	Approved textbooks and core curricular materials, Books & other reference materials, Educational software, Instructional materials & supplies, Office supplies, & Professional development  4100, 4200, 4320, 4325, 4330, 5863	Approved textbooks and core curricular materials, Books & other reference materials, Educational software, Instructional materials & supplies, Office supplies, & Professional development  4100, 4200, 4320, 4325, 4330, 5863

### Action 3

Using Naviance, implement a four-year plan for all students that includes monitoring of student credit completion and monitoring of students' college search and application process.

#### Students to be Served:

All students

#### Location(s):

Grades 9-12

#### Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$77,202	\$80,000	\$80,000
Source	LCFF	LCFF	LCFF
Budget Reference	Other Cert - Counselor, College Prep, Student Information System 1930, 4352, 5881	Other Cert - Counselor, College Prep, Student Information System 1930, 4352, 5881	Other Cert - Counselor, College Prep, Student Information System 1930, 4352, 5881

### Goal 2 [modified]

VIPHS will facilitate all students in acquiring the skills and knowledge to become college and career ready through an engaging and supportive emotional environment that is also safe, well-maintained, healthy, and nurturing.

#### State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, & 6

#### Identified Need:

It is the small-school culture, personalization, and strong home-school relationship that attracts students to VIPHS. As a result, our second goal focuses on maintaining & improving that supportive environment that contributes to the schools' academic success.

#### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-2020	2020-2021	2021-2022
Maintain a suspension / expulsion rate of less than or equal to 2%	1.6%	≤ 2%	≤ 2%	≤ 2%
Grow ADA over next two years to maintain an ADA of 95% or higher	91%	93%	≥ 95%	≥ 95%
Shrink chronic absenteeism rate over next two years to less than 5%, and then maintain less than 5%	24%	≤ 10%	≤ 5%	≤ 5%
Maintain a drop-out rate of less than or equal to 2%	1.4%	≤ 2%	≤ 2%	≤ 2%

In a student experience survey, 80% or more of students will indicate overall satisfaction with the school	81.5%	≥ 75%	≥ 75%	≥ 75%
In a parents experience survey, 80% or more of parents will indicate overall satisfaction with the school	81.3%	≥ 75%	≥ 75%	≥ 75%

## Planned Actions / Services

### Action 1

Conduct an ongoing review of approaches to discipline and alternatives to suspension that include appropriate training for staff on restorative approaches, conferencing, peer conflict resolution, and other factors related to social-emotional health of students, and with administrator collaboration, increased monitoring of expected measurable outcome data by classified staff.

#### Students to be Served:

All students, but with focus on low income students, which research shows tend to have more difficulty meeting the expected measurable outcomes identified

#### Scope of Services:

Schoolwide

#### Location(s):

Grades 9-12

#### Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2020-21

New

Modified

Modified

#### 2019-20 Actions/Services

Administrators will work closely with front office staff to develop systems, procedures, and interventions that will more quickly identify students in need of additional support in order to help them achieve the schools' goals for them.

#### 2020-21 Actions/Services

Based on data from 2019-20 year, systems and procedures will be refined and approaches improved to further support low income students.

#### 2021-22 Actions/Services

Based on data from 2020-21 year, systems and procedures will be refined and approaches improved to further support low income students.

### Budgeted Expenditures

Year	2019-2020	2020-21	2021-22
Amount	\$522,567	\$525,000	\$525,000
Source	LCFF	LCFF	LCFF
Budget Reference	Classified supervisor & administrator salaries, Classified clerical and office salaries, professional development, & student information system, benefits 2300, 2400, 3300-3600	Classified supervisor & administrator salaries, Classified clerical and office salaries, professional development, & student information system 2300, 2400, 3000	Classified supervisor & administrator salaries, Classified clerical and office salaries, professional development, & student information system 2300, 2400, 3000

### Action 2

Fund and provide enrichment experiences, including field trips, for students throughout the year in order to contribute to a positive, engaging, supportive, and nurturing school culture.

**Students to be Served:****Location(s):**

All students

Grades 9-12

**Budgeted Expenditures**

Year	2018-19	2019-2020	2020-21
Amount	\$48,235	\$50,000	\$50,000
Source	LCFF	LCFF	LCFF
Budget Reference	Dues & memberships, Student activities 5300, 5877	Dues & memberships, Student activities 5300, 5877	Dues & memberships, Student activities 5300, 5877

**Action 3**

Ensure a safe, clean, and aesthetically pleasing campus environment that includes properly maintained classrooms, free and reduced lunch meal services, and which provides high-quality internet access in all classrooms.

**Students to be Served:****Location(s):**

All students

Grades 9-12

**Budgeted expenditures**

Year	2018-19	2019-2020	2020-21
Amount	\$479,656	\$500,000	\$500,000
Source	LCFF	LCFF	LCFF
Budget Reference	Noncapitalized equipment, Janitorial, gardening services & supplies, Equipment leases, Prop 39 related costs, Technology services, Communications 4400, 5515, 5605, 5611, 5887, & 5900	Noncapitalized equipment, Janitorial, gardening services & supplies, Equipment leases, Prop 39 related costs, Technology services, Communications 4400, 5515, 5605, 5611, 5887, & 5900	Noncapitalized equipment, Janitorial, gardening services & supplies, Equipment leases, Prop 39 related costs, Technology services, Communications 4400, 5515, 5605, 5611, 5887, & 5900

**Action 4**

Grade level teams will take the lead in planning and delivering enriching, supportive, and school-culture-building advisory lessons while increasing the monitoring of student academic performance through one-on-one conferencing and when appropriate, referring students through the SST (student success team) referral process. Grade level advisors will “loop” with students for their entire high school careers.

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

All students, but with an eye towards providing additional support to and monitoring of low income students

Schoolwide

Grades 9-12

## Actions/Services

New	Modified	Modified
2019-2020 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Over the past decade, school reformers have paid increasing attention to the positive role that strong advisory programs can have on student achievement, connectedness, and engagement. Every year, staff engages in focus groups on how to improve the advisory experience for all students, but more specifically, how advisory can be used to better support students with challenges outside of school. This action is instituting a four-week lesson cycle on Wednesdays, agreeing to a model where advisors stay with the same group of students for their entire high school career, and a schoolwide conferencing initiative on Fridays to better engage students who otherwise may become disengaged and provide increased monitoring of student academic performance.	Based on staff and stakeholder feedback on changes being made to advisory in the 19-20 school year, we will refine and adjust approaches to better support students, particularly those from low-income backgrounds, in achieving the measurable outcomes identified in goal two.	Based on staff and stakeholder feedback on changes being made to advisory in the 20-21 school year, we will refine and adjust approaches to better support students, particularly those from low-income backgrounds, in achieving the measurable outcomes identified in goal two.

## Budgeted Expenditures

Year	2019-20	2020-2021	2021-2022
Amount	\$0	\$0	\$0
Source	NA	NA	NA
Budget Reference	NA	NA	NA

## Action 5

Focus recruitment and marketing efforts on a diversity of communities in order to build enrollment and ensure a diverse student body.

### Students to be Served:

All students

### Location(s):

Grades 9-12

## Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$10,000	\$10,000	\$10,000
Source	5851	5851	5851
Budget Reference	Marketing and student recruitment	Marketing and student recruitment	Marketing and student recruitment

## Goal 3 [modified]

VIPHS will continue increasing its percentage of students meeting or exceeding standards in ELA and Mathematics, highlighted by students in all subgroups participating and excelling in an inclusive learning environment that is differentiated to address each student's unique needs.

### State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, & 6

Local Priorities: [List Local Priorities here]

### Identified Need:

Ultimately, academic outcomes will determine the success of the school, and the school needs to ensure academic success for students in all subgroups. Based on stakeholder input, staff consideration, and administrator evaluation, Goal 3 was created by merging several goals from last year's LCAP to have more clearly measurable outcomes and to streamline the school's allocation of resources.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-2020	2020-2021	2021-2022
Using CAASPP data, number of students meeting or exceeding standards in ELA will exceed state & district averages and grow at a rate of at least 2% a year.	anticipated: 74% (exceeds both state and district from 17-18)	≥ 76%	≥ 78%	≥ 80%
Using CAASPP data, number of students meeting or exceeding standards in ELA will exceed state & district averages and grow at a rate of at least 2% a year.	anticipated: 37% (exceeds both state and district from 17-18)	≥ 39%	≥ 41%	≥ 43%
EL Reclassification Rate will meet or exceed district averages	anticipated: 25% district: 20.7%	meet or exceed district average	meet or exceed district average	meet or exceed district average
GPA of students with IEPs will be maintained at 2.5 or higher, demonstrating academic success in general ed curriculum	3.2	≥ 2.5	≥ 2.5	≥ 2.5
GPA of EL students will be maintained at 2.5 or higher, demonstrating academic success in general ed curriculum	2.74	≥ 2.5	≥ 2.5	≥ 2.5
At least 75% of students in the student experience survey will indicate that the school is inclusive and actively cares about diversity.	81%	≥ 75%	≥ 75%	≥ 75%

# Planned Actions / Services

## Action 1

Provide or obtain training opportunities for certificated staff on Common Core / NGSS implementation strategies for all disciplines, including lesson & unit design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.

**Students to be Served:**

All students

**Location(s):**

Grades 9-12

**Budgeted Expenditures**

Year	2019-20	2020-21	2021-22
Amount	\$		
Source	LCFF	LCFF	LCFF
Budget Reference	Travel & conferences, Dues & memberships, Professional development	Travel & conferences, Dues & memberships, Professional development	Travel & conferences, Dues & memberships, Professional development
	5200	5200	5200

## Action 2

Administration will work closely with teachers to ensure that they are selecting and implementing a variety of standards-aligned materials, instructional approaches, and actively monitoring student progress using a variety of assessment strategies in order to appeal to the diverse learning styles of all students.

**Students to be Served:**

All students

**Location(s):**

Grades 9-12

**Budgeted Expenditures**

Year	2019-20	2020-21	2021-22
Amount	\$0	\$0	\$0
Source	NA	NA	NA
Budget Reference	NA	NA	NA

## Action 3

Hire an additional education specialist and increase budgeted amount for special education contract instructors to ensure additional monitoring and support of students with IEPs in relation to the expected measurable outcomes.

**Students to be Served:**

Students with IEP's

**Scope of Services:**

Limited to Student Group

**Location(s):**

Grades 9-12

## Actions/Services

New	Modified	Modified
2018-19 Actions/Services	2019-20 Actions/Services	2020-21 Actions/Services
Based on current enrollment data, the school could get by with just two education specialists without going over caseload limits, but by hiring a third we can free up the Special Education Director to better monitor the overall effectiveness of the program, keep caseloads small, and seek out additional co-teaching and push-in opportunities, thus providing increased services to our students with IEPs.	Adjust in response to number of students with IEPs and possibly increase services further	Adjust in response to number of students with IEPs and possibly increase services further

## Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$132,974	\$135,633	\$138,346
Source	LCFF	LCFF	LCFF
Budget Reference	Teacher - Special Ed, & Special Education Contract Instructor 5869	Teachers- Special Ed, & Special Education Contract Instructors 5869	Teachers- Special Ed, & Special Education Contract Instructors 5869

## Action 4

Provide a dedicated academic support period staffed by an appropriately credentialed educator for both students with IEPs and English Learners that focuses on academic development skills and English language development respectively.

### Students to be Served:

Students with IEP's  
English Learners

### Scope of Services:

Mostly limited to students with IEPs & unduplicated Student Group, however, with parent permission, general education students may take these classes as well if it is deemed an appropriate intervention

### Location(s):

Grades 9-12

## Actions/Services

New	Unchanged	Unchanged
2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Using enrollment data, the master schedule will be designed in such a way to provide an academic support period to these identified groups in a way that does not interfere with their participation in the general education curriculum or affect their credit accumulation for graduation.	Using enrollment data, the master schedule will be designed in such a way to provide an academic support period to these identified groups in a way that does not interfere with their participation in the general education curriculum or affect their credit accumulation for graduation.	Using enrollment data, the master schedule will be designed in such a way to provide an academic support period to these identified groups in a way that does not interfere with their participation in the general education curriculum or affect their credit accumulation for graduation.

## Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$0	\$0	\$0

Source	NA	NA	NA
Budget Reference	NA	NA	NA

## Goal 4 [modified]

VIPHS will engage parents/guardians in meaningful ways that include them as partners in the school's formal education of students and investment in college/career preparation.

### State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, & 6

### Identified Need:

Parent/Guardian engagement and participation in their child's education has been shown by research to strongly correlate with student academic success. Consequently, the school seeks to engage parents in a variety of ways in order to further support goals one-three while making parents aware of resources and options available to them and their students.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-2020	2020-2021	2021-2022
85% parent attendance at a school-related event (ILP, counseling, extracurricular event)	83.6%	≥ 85%	≥ 85%	≥ 85%
Percentage of parents expressing overall satisfaction in school experience survey will meet or exceed 80%	81.3%	≥ 80%	≥ 80%	≥ 80%
Parent participation/attendance in college counseling process in junior and senior year will exceed 80%	77.5%	≥ 80%	≥ 80%	≥ 80%
E-Newsletter Engagement Rate will meet or exceed 60%	60.3%	≥ 60%	≥ 60%	≥ 60%

## Planned Actions / Services

### Action 1

VIPHS will provide all parents/guardians access to pertinent information about their students' performance and general school information, including grades, through School Pathways, a parent-student handbook, Naviance, the VIPHS website, and hard copies of pertinent forms, brochures, and information kept in the main office and when appropriate, mailed home.

Location(s):

**Students to be Served:**

All students	Grades 9-12
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**Budgeted expenditures**

Year	2019-20	2020-21	2021-22
Amount	\$3,259	\$3,300	\$3,300
Source	LCFF	LCFF	LCFF
Budget Reference	Postage and Delivery 5915	Postage and Delivery 5915	Postage and Delivery 5915

**Action 2**

Grade level teams will actively monitor and conduct outreach to parents/guardians of students in need of intervention, and through SST referral process, the counselor will include parents/guardians in crafting intervention plans that best meet the needs of the student and their family.

**Students to be Served:****Location(s):**

All students	Grades 9-12
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**Budgeted Expenditures**

Year	2019-20	2020-2021	2021-2022
Amount	\$0	\$0	\$0
Source	NA	NA	NA
Budget Reference	NA	NA	NA

**Action 3**

Parents will be actively informed of school events, including opportunities for involvement and volunteering, through a weekly digital newsletter written in both English and Spanish and of urgent events through a email, text, and phone notification service called Parent Square, provided by School Pathways, the student information system.

**Students to be Served:****Location(s):**

All students	Grades 9-12
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**Budgeted Expenditures**

Year	2019-20	2020-2021	2021-2022
Amount	\$0	\$0	\$0
Source	NA	NA	NA
Budget Reference	NA	NA	NA

## Action 4

Parent/guardian feedback on the school and its programs will be solicited through a variety of means, including holding a monthly school site council, a twice yearly survey sent home in English and Spanish, feedback forms at parent events, a special education parent survey, administrator attendance at parent board meetings, & posting of Board of Directors meeting dates, locations, and times following Brown Act requirements.

### Students to be Served:

All students

### Location(s):

Grades 9-12

### Budgeted Expenditures

Year	2019-20	2020-2021	2021-2022
Amount	\$0	\$0	\$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$ 126,173

Percentage to Increase or Improve Services

5.06%

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

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

Over the course of the 2018-2019 academic year, VIPHS was able to gather applicable data from all students, including unduplicated students, and from stakeholders in order to review, revise, and improve its LCAP and the way in which our goals support unduplicated students. While we do not have an unduplicated pupil percentage of 55% or more, the goals were crafted in a way so that they serve all students, but with an eye towards principally directing services towards unduplicated pupils and ensuring that they are effective in meeting them. Since we do have a lower unduplicated count, much of the ways in which the services are being directed are qualitative in nature.

Research demonstrates that students in unduplicated student groups require additional monitoring and support in order to achieve the academic standards and goals outlined in the LCAP. Consequently, the following actions/services were crafted in a way that while serving all students, they principally are directed to serve unduplicated students and to ensure they are effective in helping unduplicated students achieve the annual measurable outcomes.

- Conduct an ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of a high quality standards based program for all students, including ELs, low income students, and foster youth, (2) adjust curriculum and instruction in response to internal and external assessment data, (3) elicit teacher and other stakeholder input on curricular purchases to support the school's mission and vision, and (4) design and deliver appropriate professional development (Goal 1, Action 2).
- Grade level teams will take the lead in planning and delivering enriching, supportive, and school-culture-building advisory lessons while increasing the monitoring of student academic performance through one-on-one conferencing and when appropriate, referring students through the SST (student success team) referral process. Grade level advisors will "loop" with students for their entire high school careers (Goal 2, Action 4).
- Provide a dedicated academic support period staffed by an appropriately credentialed educator for both students with IEPs and English Learners that focuses on academic development skills and English language development respectively (Goal 3, Action 4).

Research also demonstrates that when parents are active partners with their child and the school then all student outcomes are improved. The district growth data in academics, behavior, and engagement supports the research conclusions. The following actions, while serving all students, are principally directed to serve unduplicated students and increase parent engagement and knowledge:

- Further developing, refining, and improving systems for monitoring and outreach to parents/guardians of students in need of intervention through grade level teams and the SST referral process (Goal 4, Action 2).
- Assisting and monitoring low-income families in the college search and application process through the use of Naviance (Goal 1, Action 3).
- Delivering information bilingually in a variety of formats (Goal 4, Action 3).
- Gathering feedback from stakeholders in a variety of formats and in English/Spanish (Goal 4, Action 4).

Finally, research demonstrates that high needs students often have social, emotional, material, safety, or health needs outside of school that affect school performance, attendance, and behavior. In traditional systems, unduplicated pupils are often subject to disciplinary actions by the school at a higher rate than their peers. Thus, the following actions, while serving all students, are principally directed to meet the essential needs of low income, foster youth and English learner students.

- Conduct an ongoing review of approaches to discipline and alternatives to suspension with a focus on implementation of restorative justice techniques (Goal 3, Action 1).
- Fund and provide enrichment experiences, including field trips, for students throughout the year in order to contribute to a positive, engaging, supportive, and nurturing school culture (Goal 3, Action 2).

- Ensure a safe, clean, and aesthetically pleasing campus environment that includes properly maintained classrooms, free and reduced lunch meal services, and which provides high-quality internet access in all classrooms. (Goal 3, Action 3).

In these ways, the LCAP goals are crafted in such a way to implement best practices that serve all students, but ensure that actions & services are principally directed to unduplicated pupil groups.