

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$15,421,787.00

Percentage to Increase or Improve Services

17.65%

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

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

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

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$26,746,701.00

Percentage to Increase or Improve Services

31.29%

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

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

The percentage, by which services must be increased or improved, is estimated at 31.29% over the 2018-2019 LCAP year. Currently, the 2018-2019 LCAP reflects \$5,449,505.00 of the district's LCFF-SCG which is 20% of the total grant. The Victor Valley Union High School District LCAP Goals, Action and Services recognize the need to support all unduplicated students with increased and improved services through all district services. The revision of the LCAP goals for 2018-19 plan and consolidate the types of services provided to unduplicated students.

-In Goal 1, the focus is on a comprehensive academic program with student achievement as the emphasis. The increased and improved services for unduplicated pupils are found in 11 of the 29 actions and services. The actions/services that directly impact academic achievement include:

- Supplementary intervention instructional materials (6,13)
- Revisions to instructional program materials to increase access for targeted students (7)
- Increased access to standards based adoptions and materials (9)
- Increased programs in CTE to ensure career readiness for all levels of learners (8)
- Improved use of technology with dedicated devices/equipment for intervention (11)
- Additional educational technology staff to support the increasing number for students needing learning technology support (14)

As for the support provided beyond classroom instruction, action and services include:

- The addition of intervention counselors and expanded support programs (1)
- An English learner Coordinator to ensure EL student support district wide (5)
- A focus on college and career readiness with increased college visits and career fair attendance (10)
- Increased focus on transition programs for our at-risk students (25)
- The training in, and use of, an attendance monitoring program to help reduce chronic absenteeism (23)

Action/Service 18 is an area identified specifically for special education students, but funding for the reinstatement of a workability counselor is funded by the supplementary and concentration grant money, due to the fact that prior to the S/C funding, this position was left unfilled. In total, the district has dedicated \$4,294,506.00 in supplementary/concentration funding to accomplishing actions and services specifically targeting unduplicated pupils.

-In Goal 2, the focus is on safe learning environments with family engagement as the emphasis. The increased and improved services for unduplicated pupils are found in five of the eleven actions and services. The actions/services that directly impact parent and student engagement of targeted students include:

- A dedicated college and career guidance technician to help parents support students with college and career exploration (6)
- Parent centers with Family Engagement Liaisons to reach out to families of targeted students (7)
- Increased professional development to help staff serve our low income, foster youth, and homeless families and ensure they are receiving supplementary services (10)
- The employment of a Public Engagement Information Manager to increase district communication to our families about services available to them, to ensure we target our most fragile learners (5).

There are two action/services that are very specific to safety and were increased based on climate needs assessments provided during the 2017-2018 LCAP year.

- The district responded to the data by reconsidering the funding of probation officers on school campuses, and school resource officers, in order to provide on campus supports for at-risk students in areas including anger management, drug/alcohol abuse, and other social-emotional programs. Probation Officers and SROs conduct home visits for students who are chronically absent including homeless and foster youth.
- VVUHSD is addressing climate, student safety and student socioemotional areas of need, by implementing the use of Panorama. Panorama is a comprehensive support service that not only allows the district to collect data on SEL and safety, but allows teachers to use the data to address student needs at a classroom level. Action/service 1 provides a budget for the use of Panorama, and is paid for out of special education disproportionality funding, which was mandatory to be set aside by the district from S/C grant money, although the resource is labeled as special education. This data collection platform is for all families to ensure equity of services and support.

In total, the district has dedicated \$992,609.00 in supplementary/concentration funding to accomplishing actions and services specifically targeting unduplicated pupils in goal 2.

-In Goal 4, the focus is on an effective implementation of district initiatives with increased student achievement as the emphasis. There is one action/service that targets unduplicated students. Action/service 3 has dedicated \$6,000.00 to increase school connectedness and to celebrate the achievements of our targeted students. This effort is to ensure students recognize the importance of personal growth and educational success as a contributor to increased academic achievement.

-In Goal 5, the focus is on student and wellness with support programs addressing student socioemotional needs as the emphasis. The increased and improved services for unduplicated pupils are found in three of the six actions and services. The actions/services that directly impact academic achievement include:

- Implementation of an early warning system to provide real time data on at-risk students to counselors, teachers and site administration. Student groups will be dis-aggregated to monitor foster youth, homeless youth and English learners (2)
- Identification and training of district and school site homeless and foster youth liaisons (5)
- Employment of school site intervention teachers to target student social-emotional well-being and reduce behavior incidents on campus of target groups (6)

In total, the district has dedicated \$48,406.00 in supplementary/concentration funding to accomplishing actions and services specifically targeting unduplicated pupils in goal 5.

Additional information which is directly impacting the supplementary and concentration grant funding includes action and programs not directly listed as action/services in the 2018-2019 LCAP. Understanding our community and their unique needs, the supplementary and concentration grant money is being widely used to fund the following services:

-VVUHSD applied for, and received the approval, to provide all students in our district with free breakfast and lunch through the USDA Food and Nutrition Service Community Eligibility Program (CEP). This program will establish the unduplicated pupils for the 2018-2019 school year, in the area of low income, now identified as 100% of our student population. The achievement is anticipated to impact student achievement in a variety of areas such as college readiness and attendance rates.

- The District will provide transportation to all students who live within the district boundaries, but outside the district walking limitation, McKinney-Vento Students and Homeless students, and foster youth or other low income students who are unable to secure transportation to school. The district school bussing services, as well and public transportation, are funded by the district LCFF-SCG. The amount the district supplements the transportation program is approximately \$3,842,021.00. This is not a current action/service for the 2018-2019 LCAP but is funded from SCG and comprises an additional 21% of the SCG. This service is extremely important to decrease chronic absenteeism and increase the attendance of homeless youth, foster youth and low income students, therefore increasing their academic achievement, by attending consistently and increasing their opportunity to graduate.

- The district supplements the nutritional services program for low income students by providing support staff and other resources which encourage them to participate in the breakfast and lunch programs, helping to focus on learning rather than immediate needs, such as hunger. The supplementary LCFF-SCG funds include approximately \$3,830.00 This is not a current action/service for the 2018-2019 LCAP but is funded from SCG.

- Instructional materials and supplies, beyond the \$5,000.00 in the 2018-19 LCAP, for our low income students are purchased from LCFF-SCG in order

to make sure every student has the tools needed to perform in class. Backpack, notebooks, paper, writing supplies, and more, are provided to target groups such as homeless and foster youth to help them succeed. Approximately \$33,095.00 was spent on target groups in 2017-2018 and will be set aside again for the 2018-19 school year. This is not a specific action/service for the 2018-2019 LCAP but is funded from SCG. In addition, every new textbook adoption must include the appropriate materials to provide universal access for our at-risk/underperforming population and have supplemental materials for our English Learner population. This will require purchasing curriculum that has specialized components and may increase the cost of the materials beyond a traditionally base program. The district has committed SCG funding to ensure we meet the needs of the unduplicated students for access to standards based materials that meet their learning needs.

- LCFF-SCG is used to provide services to English Learners above Title III allocations. Specialized support courses are designed to increase EL student reclassification and academic achievement. Supplementary materials are purchased to ensure student access to core curriculum and well as provide targeted curriculum the special courses. In addition to the \$154,747.00 in the current 2018-19 plan, LCFF-SCG funds are also allocated to support English Learners in the amount of \$561,291.00 as salaries for an increased number of bilingual instructional assistants, stipends for site EL Coordinators at select school sites, contracted services such as Rosetta Stone, special transportation for EL student events, materials and supplies for the EL program office and EL classrooms.

- VVUHSD fully funds a robust and growing Career Technical Education program at six of the eight schools in the district though LCFF-SCG. This includes staff and supplies that are not covered by Perkins Funding or other CTE grants. The 2018-19 LCAP includes \$815,688.00 to cover the costs of offering this supplementary program to ensure our low income and at-risk students have an opportunity to establish career goals, and even earn certification in a career, that will support them after high school.

The school sites support the LCAP goals by establishing Single Plans for Student Achievement, which align with the actions and services, and provide direct services. The school site SPSAs include similar actions and services utilizing site discretionary as well as categorical funding to provide increased and improved services such as: study trip transportation services, teacher credentialing support for middle school and high school CTE program expansion, supplemental instructional materials, career centers with support materials, intervention teachers, intervention counselors, technology, college and career readiness support for at-risk and Advanced Placement students, parent engagement activities, support services targeting English Learners and Foster Youth, professional development, increased/extended learning opportunities (APEX online learning, Independent Study, summer school, etc) and academic enrichment such as college entrance exam prep and advanced placement tutorials.

In addition, the school sites and district have allocated additional funding to continue the expansion of technology, increase targeted professional development for English Learners in instructional strategies, and expanded student support for success through socioemotional focus on PBIS, and other student wellness programs. All targeted actions/services are geared to increase student academic achievement and school connectedness.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$29,140,112.00

Percentage to Increase or Improve Services

31.78%

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

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

The percentage, by which services must be increased or improved, is estimated at 31.78 over the 2019-2020 LCAP year. Currently, the 2019-2020 LCAP reflects \$7,637,490.00 of the district's LCFFSCG which is 26% of the total SCG. The Victor Valley Union High School District LCAP Goals, Action and Services recognize the need to support all unduplicated students with increased and improved services through all district services. The revision of the LCAP goals for 2019-2020 plan and consolidate the types of services provided to unduplicated students.

In Goal 1, the focus is on a comprehensive academic program with student achievement as the emphasis. The increased and improved services for unduplicated pupils are found in 14 of the 29 actions and services. The actions/services that directly impact academic achievement include:

- Supplementary intervention instructional materials (6,13)
- Revisions to instructional program materials to increase access for targeted student populations (7)
- Increased access to standards based adoptions and materials (9)
- Increased programs in CTE to ensure career readiness for all levels of learners (8)
- Improved use of technology with dedicated devices/equipment for intervention (11)
- Additional educational technology staff to support the increasing number for students needing learning technology support (14)

As for the support provided beyond classroom instruction, action and services include:

- The addition of intervention counselors and expanded support programs (1, 20)
- An English learner Coordinator to ensure EL student support district wide (5)
- A focus on college and career readiness with increased college visits and career fair attendance (10)
- Increased focus on transition programs for our at risk students (25)

- The training in, and use of, an attendance monitoring program to help reduce chronic absenteeism (23)
 - Provide transportation for at risk student populations to help reduce chronic absenteeism and increase graduation rates. This service is extremely important to decrease chronic absenteeism and increase the attendance of homeless youth, foster youth and low income students, therefore increasing their academic achievement, by attending consistently and increasing their opportunity to graduate (29)
 - Action/Service 18 is an area identified specifically for special education students, but funding for the reinstatement of a workability counselor is funded by the supplementary and concentration grant money, due to the fact that prior to the S/C funding, this position was left unfilled.
- In total, the district has dedicated \$5,849,433.00 in supplementary/concentration funding to accomplishing actions and services specifically targeting unduplicated pupils.

In Goal 2, the focus is on safe learning environments with family engagement as the emphasis. The increased and improved services for unduplicated pupils are found in 7 of the 12 actions and services. The actions/services that directly impact parent and student engagement of targeted students include:

- A dedicated college and career guidance technician to help parents support students with college and career exploration (6)
- Parent centers with Family Engagement Liaisons to reach out to families of targeted students (7)
- Increased professional development to help staff serve our low income, foster youth, and homeless families and ensure they are receiving supplementary services (10)
- The employment of a Public Engagement Information Manager to increase district communication to our families about services available to them, to ensure we target our most fragile learners (5).

There are two action/services that are very specific to safety and were increased based on climate needs assessments provided during the 2018-2019 LCAP year.

- The district responded to the data by reconsidering the funding of probation officers on school campuses, and school resource officers, in order to provide on campus supports for at risk students in areas including anger management, drug/alcohol abuse, and other socioemotional programs. Probation Officers and SROs conduct home visits for students who are chronically absent including homeless and foster youth (11).
- VVUHSD is addressing climate, student safety and student socioemotional areas of need, by implementing the use of Panorama. Panorama is a comprehensive support service that not only allows the district to collect data on SEL and safety, but allows teachers to use the data to address student needs at a classroom level. Action/service 1 provides a budget for the use of Panorama, and is paid for out of special education disproportionality funding, which was mandatory to be set aside by the district from S/C grant money, although the resource is labeled as special education. This data collection platform is for all families to ensure equity of services and support (1).
- Employ a board certified behavioral analyst to support students with disabilities at at-risk students in providing interventions and support (12)

In total, the district has dedicated \$416,789.00 in supplementary/concentration funding to accomplishing actions and services specifically targeting unduplicated pupils in Goal 2.

In Goal 4, the focus is on an effective implementation of district initiatives with increased student achievement as the emphasis. There is one action/service that targets unduplicated students. Action/service 3 has dedicated \$8,000.00 to increase school connectedness and to celebrate the achievements of our targeted students. This effort is to ensure students recognize the importance of personal growth and educational success as a contributor to increased academic achievement.

In Goal 5, the focus is on student and wellness with support programs addressing student socioemotional needs as the emphasis. The increased and improved services for unduplicated pupils are found in 4 of the 6 actions and services. The actions/services that directly impact academic achievement include:

- Implementation of an early warning system to provide real time data on at risk students to counselors, teachers and site administration. Student groups will be disaggregated to monitor foster youth, homeless youth and English learners (2)
- Identification and training of district and school site homeless and foster youth liaisons (5)
- Employment of school site intervention teachers to target student socioemotional well-being and reduce behavior incidents on campus of target groups (6)
- Employment of Director of Comprehensive Student Support and Child Welfare & Attendance to monitor, manage, and review all suspensions, expulsions, transfers, independent study programs, and foster youth support programs, and act as the District Liaison for County Probation and 504 LEA Coordinator (7) with the funding pending.

In total, until the district makes a decision regarding the Director of CSS/CWA, the district has dedicated \$20,000.00 in supplementary/concentration funding to accomplishing actions and services specifically targeting unduplicated pupils in Goal 5.

Additional information which is directly impacting the supplementary and concentration grant funding includes action and programs not directly listed as action/services in the 2019-2020 LCAP. Understanding our community and their unique needs, the supplementary and concentration grant money is being widely used to fund the following services:

-VUHSD applied for, and received the approval, to provide all students in our district with free breakfast and lunch through the USDA Food and Nutrition Service Community Eligibility Program (CEP). This program will establish the unduplicated pupils for the 2019-2020 school year, in the area of low income, now identified as 100% of our student population. The achievement is anticipated to impact student achievement in a variety of areas such as college readiness and attendance rates.

- Instructional materials and supplies, beyond the \$44,806.00 in the 2019-2020 LCAP, for our homeless, foster and low income students are purchased

from LCFFSCG in order to make sure every student has the tools needed to perform in class. Backpacks, notebooks, paper, writing supplies, and more, are provided to target groups such as homeless and foster youth to help them succeed. Approximately \$43,501.00 was spent on target groups in 2018-2019 and will be set aside again for the 2019-2020 school year. This is not a specific action/service for the 2019-2020 LCAP but is funded from SCG. In addition, every new textbook adoption must include the appropriate materials to provide universal access for our at-risk/underperforming population and have supplemental materials for our English Learner population. This will require purchasing curriculum that has specialized components and may increase the cost of the materials beyond a traditionally base program. The district has committed SCG funding to ensure we meet the needs of the unduplicated students for access to standards based materials that meet their learning needs.

- LCFFSCG is used to provide services to English Learners above Title III allocations. Specialized support courses are designed to increase EL student reclassification and academic achievement. Supplementary materials are purchased to ensure student access to core curriculum and well as provide targeted curriculum the special courses. LCFFSCG funds are also allocated to support English Learners in the amount of \$233,174.00 as salaries for an increased number of bilingual instructional assistants, stipends for site EL Coordinators at select school sites, contracted services such as Rosetta Stone, special transportation for EL student events, materials and supplies for the EL program office and EL classrooms.

- VVUHSD fully funds a robust and growing Career Technical Education program at all of the eight schools in the district though LCFFSCG. This includes staff and supplies that are not covered by Perkins Funding or other CTE grants. The 2019-2020 LCAP includes \$814,688.00 to cover the costs of offering this supplementary program to ensure our low income and at-risk students have an opportunity to establish career goals, and even earn certification in a career, that will support them after high school.

Beyond the LCAP goals, actions and services, the supplementary and concentration grant (SCG) funding is used to continue to provide students a robust and well-rounded educational program. VVUHSD invests \$1,511,480.00 in the increased instructional time through the use of targeted Rtl through a variety of structures, including a support period at Hook Junior High and Victor Valley High built into the master schedule, that involves all teachers and students at the school site. Rtl support structures exist at all school sites in the form of math and English support classes which equate to \$544,826.00 of SCG funding. SCG funding in the amount of \$2,282,432.00 is provided to continue to fund supplementary program staff, class periods, and materials for the AVID program and the Advanced Placement program. SCG funding has been used to expand supplementary programs such as CTE and visual and performing arts accounting for \$6,483,083.00 to revive these programs which had experienced a reduction in offerings prior to LCFF. Project Lead the Way is a supplementary career technical program, offered specifically at Cobalt Institute of Math and Science, whose base program funding is from SCG in the amount of \$21,493.

SCG Funding has also allowed VVUHSD to explore new educational settings for students to provide for a smaller, personalized setting with specific educational goals. The first of these was a ground-breaking, themed school of choice called University Preparatory School. The district has invested \$3,946,942.00 to sustain this unique school of choice setting for students and families, to provide them a unique educational experience beyond the

traditional secondary setting, serving grades seven through twelve. The success of University Preparatory School led to the investment of \$3,431,064.00 of SCG funding to expand Cobalt Middle School to a school of choice as well, becoming Cobalt Institute of Math & Science and Lakeview Middle School expanding to Lakeview Leadership Academy. Currently Cobalt Institute of Math & Science serves grades seven through twelve, and Lakeview Leadership Academy serves grades seven through eleven, with grade 12 coming on board during 2020-2021. The use of SCG funding has provided additional staffing and base program materials to continue to support and expand the schools of choice in VVUHSD.

Personnel is also a method to increase and improve services. Since the introduction of the LCFF, VVUHSD has expanded staffing to provide four additional counselors to increase the number of general education counselors at Silverado High School, University Preparatory School, Cobalt Institute of Math & Science and Lakeview Leadership Academy. This accounts for \$432,856.00 of SCG funding. Library technicians have been rehired at all school sites through SCG funding in the amount of \$587,037.00. The district established a Central Enrollment program which includes extensive support services for foster youth and homeless youth. This center includes a manager who conducts specific outreach to the homeless liaisons at the school sites to identify homeless youth and ensure they receive the services they need to provide them with the tools to be successful in school. The district invests \$253,615.00 in personnel and support services to meet the needs of this identified target group.

VVUHSD also invests \$618,669.00 in SCG funding to continue to provide a robust and targeted support program for the English Learners. The program includes support classes and beyond the school day tutoring, and other services beyond what Title III funding provides. A secondary target group that encroaches significantly beyond state and federal funding is the supplemental transportation of special education students for work experience/life experience community based trips, as well as some home to school transportation. The encroachment amounts to \$687,988.00 dollars.

The final area in which VVUHSD has invested supplemental and concentration grant funding is in the number of instructional minutes provided to our students during the school day. For the new instructional year, VVUHSD will invest in 5 additional student contact minutes by teachers, which will result in the cost of \$701,137.00.

The school sites support the LCAP goals by establishing a Single Plan for Student Achievement, which aligns with the actions and services and provides direct services to students. The school site SPSAs include similar actions and services utilizing site discretionary as well as categorical funding to provide increased and improved services such as: study trip transportation services, teacher credentialing support for middle school and high school CTE program expansion, supplemental instructional materials, career centers with support materials, intervention teachers, intervention counselors, technology, college and career readiness support for at risk and Advanced Placement students, parent engagement activities, support services targeting English Learners and Foster Youth, professional development, increased/extended learning opportunities (APEX online learning, Independent Study, summer school, etc) and academic enrichment such as college entrance exam prep and advanced placement tutorials. In addition,

the school sites and district have allocated additional funding to continue the expansion of technology, increase targeted professional development for English Learners in instructional strategies, and expanded student support for success through socioemotional focus on PBIS, and other student wellness programs. All targeted actions/services are geared to increase student academic achievement and school connectedness.

In general, VVUHSD has identified \$7,637,490.00 in supplemental and concentration grant funding in the goals, actions and services for the 2019-2020 LCAP, as well as invested \$21,502,622.00 in supplemental programs, personnel and services as identified above.