

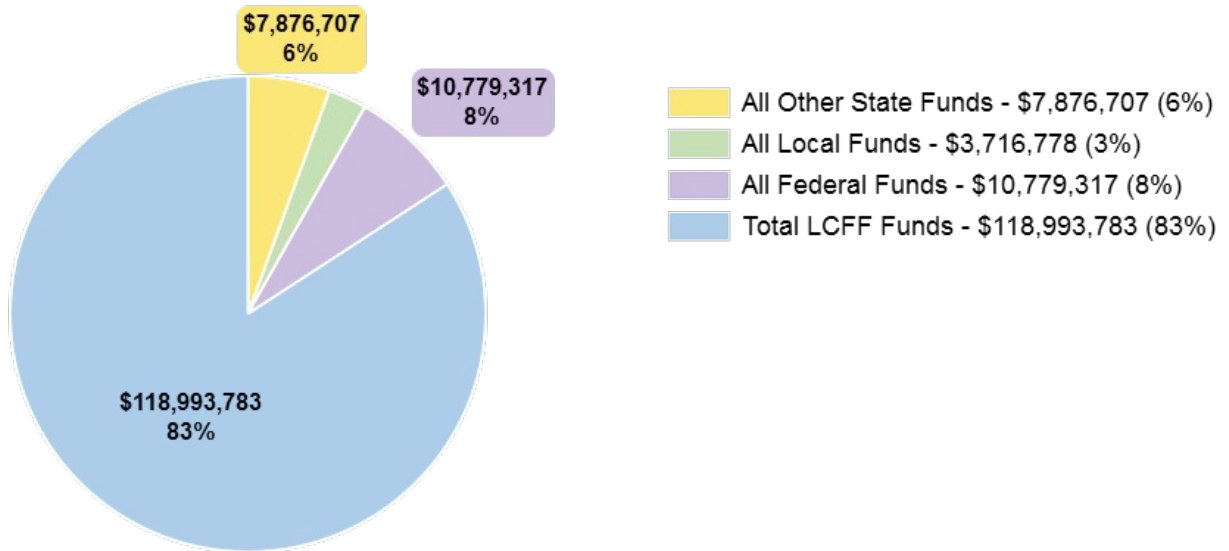
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Victor Valley Union High  
 CDS Code: 36679340000000  
 Local Control and Accountability Plan (LCAP) Year: 2019-20  
 LEA Contact Information: Dr. Ron Williams | rwilliams@vvuhsd.org | 7609553201

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

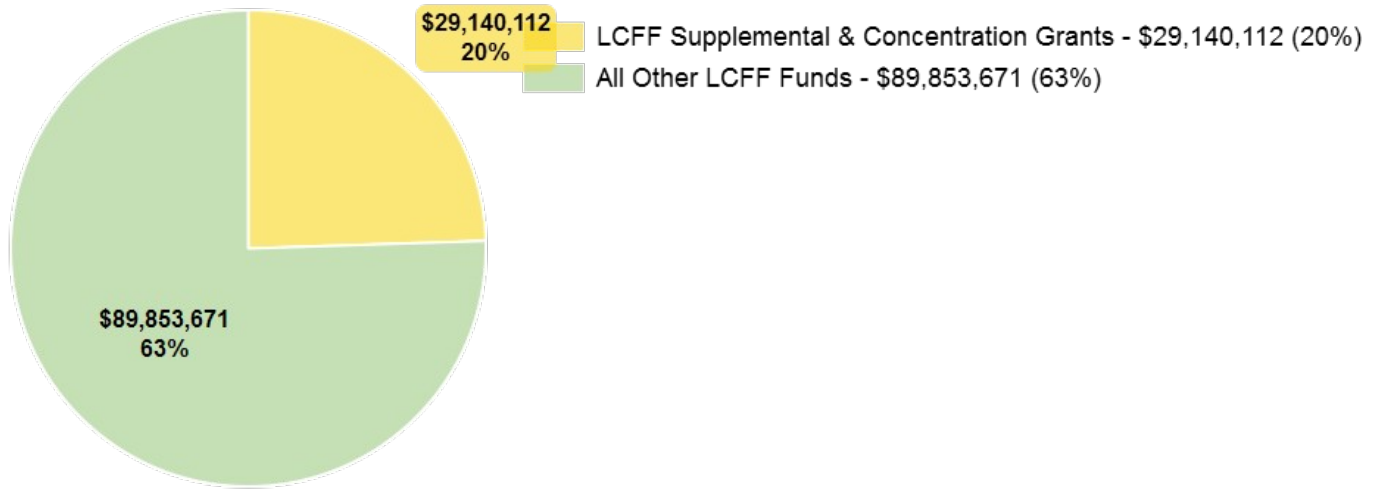
## Budget Overview for the 2019-20 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$7,876,707	6%
All Local Funds	\$3,716,778	3%
All Federal Funds	\$10,779,317	8%
Total LCFF Funds	\$118,993,783	83%

## Breakdown of Total LCFF Funds



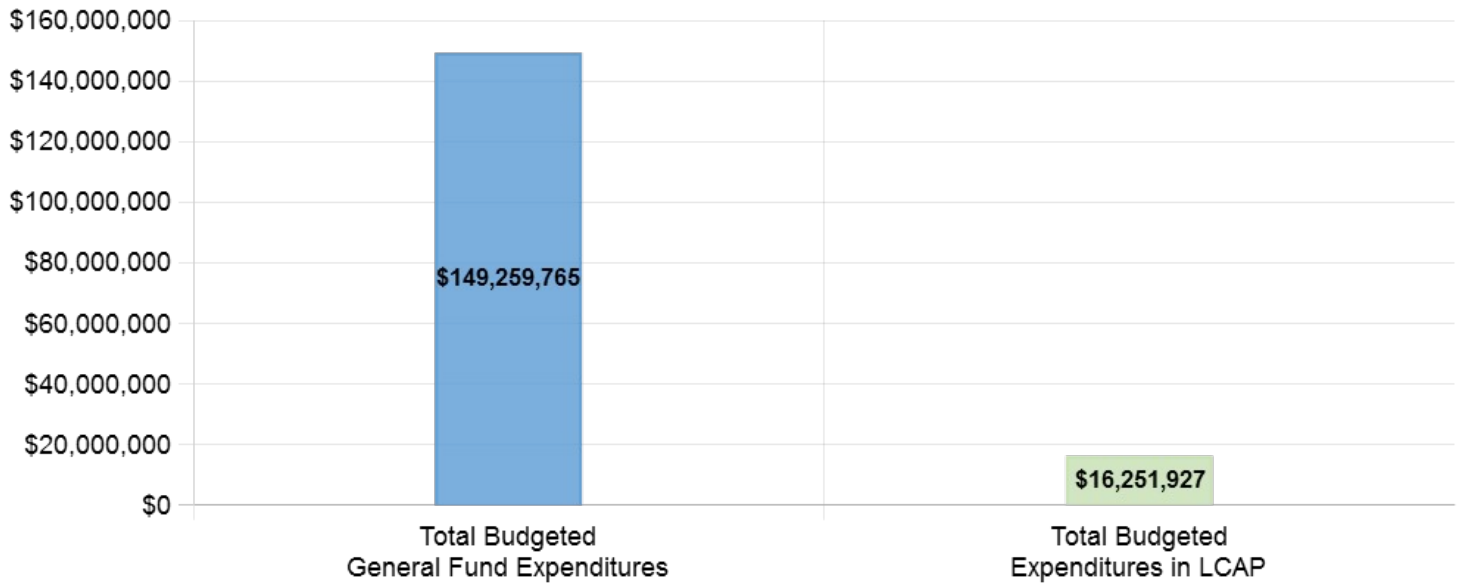
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$29,140,112	20%
All Other LCFF Funds	\$89,853,671	63%

*These charts show the total general purpose revenue Victor Valley Union High expects to receive in the coming year from all sources.*

The total revenue projected for Victor Valley Union High is \$141,366,585, of which \$118,993,783 is Local Control Funding Formula (LCFF), \$7,876,707 is other state funds, \$3,716,778 is local funds, and \$10,779,317 is federal funds. Of the \$118,993,783 in LCFF Funds, \$29,140,112 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$149,259,765
Total Budgeted Expenditures in LCAP	\$16,251,927

*This chart provides a quick summary of how much Victor Valley Union High plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.*

Victor Valley Union High plans to spend \$149,259,765 for the 2019-20 school year. Of that amount, \$16,251,927 is tied to actions/services in the LCAP and \$133,007,838 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The remaining \$133,007,838.00 covers salary and benefits for personnel who are not part of the increase or improved services for high need students. The budget also cover many additional expenses in the day to day functioning of the school district including overhead for facilities upkeep, utilities, and various contract for services not directly related to increased or improved services.

## Increase or Improved Services for High Needs Students in 2019-20

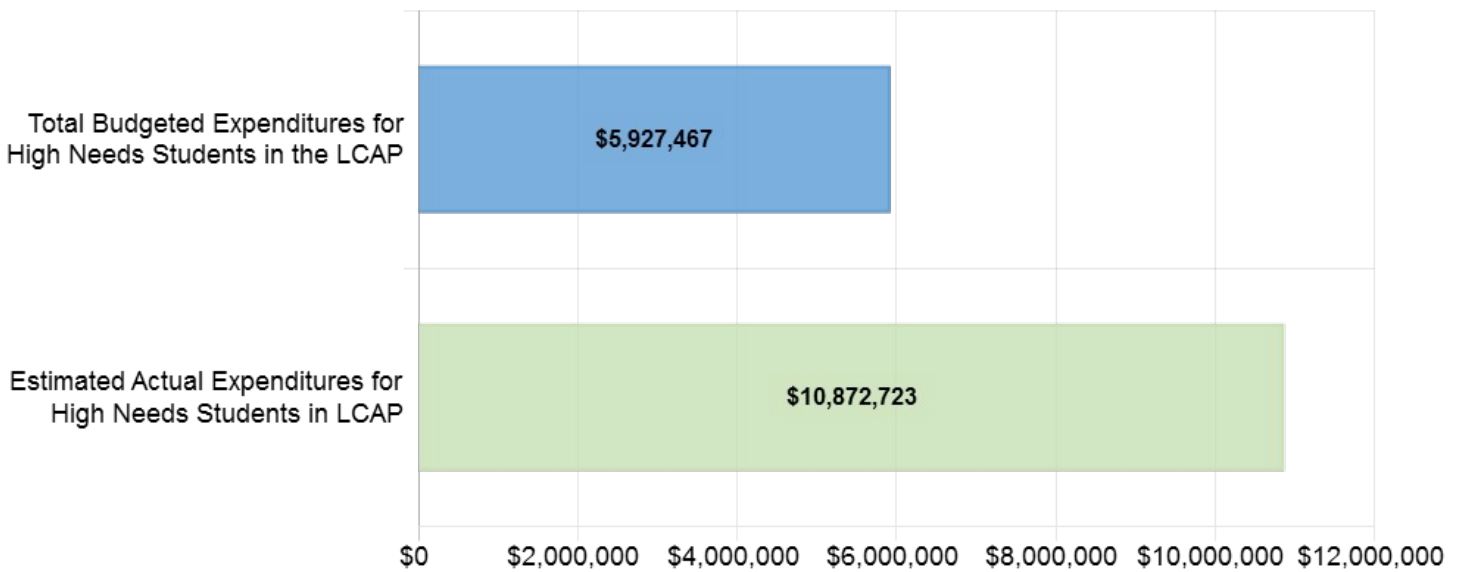
In 2019-20, Victor Valley Union High is projecting it will receive \$29,140,112 based on the enrollment of foster youth, English learner, and low-income students. Victor Valley Union High must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Victor Valley Union High plans to spend \$7,637,490 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

The current \$133,007,838 covers salary and benefits for personnel who are not part of the increase or

improved services for high need students. The budget also cover many additional expenses in the day to day functioning of the school district including overhead for facilities upkeep, utilities, and various contract for services not directly related to increased or improved services. This also include Special Education encroachment.

# Update on Increased or Improved Services for High Needs Students in 2018-19

## Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$5,927,467
Estimated Actual Expenditures for High Needs Students in LCAP	\$10,872,723

*This chart compares what Victor Valley Union High budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Victor Valley Union High estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.*

In 2018-19, Victor Valley Union High's LCAP budgeted \$5,927,467 for planned actions to increase or improve services for high needs students. Victor Valley Union High estimates that it will actually spend \$10,872,723 for actions to increase or improve services for high needs students in 2018-19.

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

**LCAP Year:** 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

## LEA Name

Victor Valley Union High

## Contact Name and Title

Dr. Ron Williams

Superintendent

## Email and Phone

rwilliams@vvhhsd.org

7609553201

## 2017-20 Plan Summary

### The Story

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

Victor Valley Union High School District is located in the High Desert region of San Bernardino County, approximately 97 miles northeast of Los Angeles and 35 miles northwest of San Bernardino. Our district is just north of the San Bernardino mountains, at the edge of the Mojave Desert. Interstate 15 and State Highway 18 intersect near the heart of the city and Victorville is bordered on the west by State Highway 395.

The Victor Valley includes the communities of Adelanto, Apple Valley, Hesperia, Lucerne Valley, Oak Hills, Phelan, Victorville, and Wrightwood. Victorville is the business hub of the area and draws consumers from well beyond its immediate area. It is the largest commercial center between San Bernardino and the Nevada border.

The residential population of Victorville is 121,096 and growing. Estimates suggest that this figure more than doubles during business hours to accommodate the needs of the more than 300,000 people who call the Victor Valley home. Victorville is conveniently close to many mountain communities and within 30-40 minutes of Ontario International Airport.

Currently, VVUHSD is proud to provide students with eight schools for high quality, educational learning environments. There are three comprehensive high schools offering grades 9 through 12, two schools of choice with grades 7 through 12, one middle school with grades 7 through 9, and one middle school with grades 7 and 8. Finally, VVUHSD offers an education center which provides alternative learning choices

including a continuation school, adult education, and county community day school.

Our urban district supports the needs of approximately 10,000 students and their families. The district serves an ethnically diverse student body with the five largest ethnic groups of Hispanic/Latino (62.9%), African American (20.8%), White (8.9%), two or more races (2.4%), and Asian (2.2%). The socioeconomic status of the families living within the district boundaries is lower than many surrounding communities. VVUHSD currently has a socioeconomically disadvantaged rate of 83%. When looking at the socioeconomically disadvantaged rate by school, the range is significant, with the lowest school at 70% and the highest school, 93%.

Our staff is committed to providing all students with the opportunity to perform to their fullest potential while ensuring there are minimal differences between the achievement levels of students by race, gender, or economic levels. This includes giving all students access to a well-rounded, rigorous curriculum that is research-based and data-driven and supported by socio-emotional support initiatives, while effectively and efficiently operating within our fiscal accountability system. Our goal is to provide on-going professional development to enhance each site's capacity to continually adjust their teaching practice in response to student performance data. Our focus reflects the expectations of the California's College and Career-Readiness Standards, the California State Standards, the LCFF 8 State Priorities, the California School Dashboard and our local assessments. Our final commitment to our school community is to provide a safe and clean environment to support student learning. Additional evidence of our progress may be accessed via our School Accountability Report Cards (SARCs) at [www.vvuhsd.org](http://www.vvuhsd.org).

### Mission Statement

As the unifying agent of our community, steeped in more than a century of commitment to student achievement, the Victor Valley Union High School District will provide students a high-quality education in a safe environment, cultivating skills necessary for success through the promotion of integrity, creativity and collaboration, inspiring them to reach their full potential and become productive global citizens.

Our district is guided by a strategic planning process, board policy, and the Local Control & Accountability Plan (LCAP) priority areas.

### Strategic Planning Process

Strategic planning is a process by which an organization determines its core beliefs, leading to the formulation of a mission statement, objectives and strategies. Following are the strategies decided upon by the group.

Victor Valley Union High School District Strategic Plan Strategies:

1. We will consistently implement policies and procedures system-wide.
2. We will expand professional development offerings for all staff to enhance student achievement.
3. We will expand pathways for college and career readiness

## LCAP Highlights

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

The LCAP Advisory Committee, student, teacher and parent stakeholder groups provided extensive insight into the myriad of state, county and local data presented throughout the course of the 2018-19 school year. The third release of the California School Dashboard in fall of 2018 and the updated platforms in Dataquest, also provided valuable data toward the revision of the current LCAP. The areas in which the stakeholders identified as significant in terms of need are:

- VVUHSd must continue with a focus on the overall academic achievement and acquisition of the English language for all English Learner (EL) Students. The data indicated a continued need for quality teaching of English Learners through the use of professional development districtwide to support English language learners and their teachers with differentiated and structured approaches to engage and accelerate students' academic literacy and content knowledge. There must be a systemic and ongoing system of monitoring and intervention for LongTerm English Learner (LTEL) students who are not progressing academically or in English acquisition as well as continued monitoring and support for our Reclassified Fluent English Learners (RFEP) who are also performing below proficiency expectations. (Goal 1, Action/services 1.5, 1.6, 1.27 and Goal 3, Action/service 3.3)
- VVUHSd must continue with a focus on increased and improved research-based strategies used in conjunction with the implementation of California State Standards in English, Mathematics, Next Generation Science Standards and the new History Social Science framework. The district must continue to provide California State Standards aligned adopted texts and supplementary materials for teachers and students to ensure the successful implementation and learning of the common core expectations of collaboration, communication, creativity and critical thinking through the use of 21st century skills. (Goal 1, Action/service 1.1 & 1.9, Goal 3, Action/service 3.3 and Goal 5, Action/service 5.2 & 5.6)
- VVUHSd must continue to focus on the reduction of student suspensions and expulsions, increase in student attendance and increase of graduation rates through the alignment of all services offered among multiple divisions and district staff. The district Strategic Plan outlines in Strategy 1, a need to consistently implement policies and procedures systemwide, including an effective process to foster student attendance. The data indicates a need to focus and consolidate our efforts in utilizing the SARB process to address chronic absenteeism and collaborate with an outside provider, "Attention2Attendance", to increase communication and notification to parents and guardians about student attendance issues. We also must revise and implement a discipline matrix with clear areas of focus on alternative means of corrective, restorative justice practices, MultiTiered Systems of Support, Positive Behavior Intervention and Support, and mental health support used districtwide to address student behaviors which interfere with learning and instruction. There is a significant need districtwide for further professional development in cultural proficiency and the use of the collaborative partners to continue our growth and understanding of the community we serve. Professional development in engagement strategies will provide increased school connectedness as measured by the Panorama Climate Survey and Student SocioEmotional Survey. This focus will support a reduction in student behaviors that interfere with academic progress, and therefore, increasing the likelihood students will graduate from high school on time and prepared for college and career. Finally, a safe environment is required to achieve the levels of learning we wish our students to attain. (Goal 1, Action/services 1.1, 1.2, 1.23 & Goal 2, Action/service 2.1, 2.2 & 2.9, Goal 3, Action/service 3.3, Goal 4, Action/services 4.2)
- VVUHSd will continue to ensure that technology resources are integrated across the curriculum and will be woven into the fabric of instruction. Teachers will use the new blended approach to instruction that is embedded in many of the new textbook adoptions. Students will use appropriate technology to access worldwide resources in order to become productive learners. They will utilize technology in all of its forms to access content and analyze information for relevance and accuracy, and be able to present that

information in a myriad of formats. To achieve this, our teachers will have the skills and knowledge to deliver quality curriculum and instruction to meet the needs of all students. We want to empower our educators and students to be life-long learners in all areas of technology including: digital content creation, virtual collaboration, and mobile learning. In order to support all of the modern technology choices in education, we will need a robust infrastructure that supports high speed networks, usage of smart devices for mobile learning and classrooms with industry standard equipment and tools including: computers, digital media, smart devices, educational applications, internet safety, and classroom management software. (Goal 1, Action/services 1.1, 1.12, & 1.14)

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

The LCAP Advisory Committee as well as additional stakeholder groups have reviewed multiple types of data related to the LCAP goals, LCAP actions/services, state metrics and indicators and have determined the following areas of greatest progress:

- The Career Technical Education (CTE) Program has both surpassed the state average and demonstrated an increase in students who have completed a CTE pathway. According to the LCFF dashboard VVUHSD has a CTE completion rate of 35.1% in comparison to the state rate of 18%; specifically: AHS 41.4%, GWH 100%, SHS 36.8%; and VHS 47.5%. CTE at the middle school level continues to grow with 480 students enrolled in one or more of the 15 sections of CTE at Hook Junior High; and 467 students enrolled in one or more of the 15 CTE sections at Lakeview Leadership Academy. As of Fall 2018, VVUHSD's CTE program proudly announced all high school CTE courses became A-G approved. As CTE programs continue to grow and expand, the CTE department is committed to ensure all new course adoptions become A-G approved. The CTE dual enrollment course offerings increased in the 2018-19 school year with AHS, SHS, and VHS offering dual enrollment CTE courses. Currently AHS offers dual enrollment CTE courses in both Criminal Justice and Construction; SHS offers culinary CTE dual Enrollment courses; and VHS offers dual enrollment courses in both Criminal Justice and Construction. CTE course offerings articulated with Victor Valley College have increased as well as the number of students who completed the bridge process to receive the earned credits. The LCFF dashboard indicates a 53.9% college credit rate in comparison to a state rate of 8.6%. The college credit rate is calculated using both dual enrollment and articulated college credit obtainment; collectively the rate is as follows: AHS 55.5%, SHS 79.8%, and VHS 59.8%
- Victor Valley Union High School District currently has 1,626 students enrolled in AP courses during the 2018-2019 school year which was close to 1655 students enrolled during the 2017-2018 school year. This is a great increase from 2015-2016 where 1,099 students were enrolled in AP courses. The district is ensuring the socioeconomic difficulties of our community are not a barrier for students being able to attempt the AP exam for courses in which they are enrolled by dedicating a significant portion of the College Readiness Block Grant to pay for the AP exam for all students. The number of AP exams taken



in 2016-2017 was 2,374 with 379 receiving a score of 3 or higher. VVUHSD continues to increase the number of students taking AP exams with 2,549, with 471 receiving a 3 or higher, taken in 2017-2018. Of those tests taken, our pass rate (score of 3 or better) slightly increased from 16% in 2016-2017 to 18% in 2017-2018. VVUHSD continues to encourage more students to attempt the exam and gain the valuable experience of participating in a rigorous program of study in high school. VVUHSD and its school sites are focusing on additional professional development for AP teachers to layer in supports for students as we expand our program and open doors.

- The VVUHSD Graduation Rate Indicator is yellow (82.1% an increase of 0.7%). The District Graduation Rate Indicator reported one school in blue (high 99.4%, maintained) and one school in green (86.4% increase of 6.1%), two schools in yellow (one with a slight increase of 0.2% and one with slight decrease of 3.8%) and one school in red (slight increase of 2.8%) for the data reporting year of 2017-2018.

- The VVUHSD Chronic Absenteeism Indicator is at 14.7%, which is a decrease of 0.5%. The Chronic Absenteeism Indicator reported two schools in blue (one school at 0.5%, which is a decrease of 1.2%, and one school at 2.5% which is a slight decrease of 0.3%), one school in yellow (at 17.9% which is a decrease of 4.3%), and one school in red (at 23.3% which is an increase of 1.7%).

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

The LCFF evaluation rubrics and the California School Dashboard have clearly indicated areas of greatest need in the following areas:

1. The VVUHSD Suspension Rate Indicator is orange (at 9.3% is a slight decline of 0.6%), The African American, homeless, and American Indian indicators are still in the red. The Suspension Rate Indicator reported two schools in green (one school at 1.7% which is a decrease of 0.7%, and one school at 5.7% which is a decrease of 1.3%) one school in yellow (one school is at 2.4% which is a slight decrease of 0.1% and one at 16.9% which is a decline of 6.3%), and one at orange (2.6% which is a slight increase of 1.0%), and three in red (one at 10.1% which is a slight decrease of 0.2%, one at 11% which is a slight increase of 0.6%, and one at 19.9% which is a slight increase of 1.1%).

- In response to the data, the LCAP goals and actions/services outlined several initiatives in order to continue the reduction of suspensions for all students. The implementation of a CEIS plan that will include training in MultiTiered Systems of Support will continue to provide the additional training needed for staff to identify at risk student behavior early, intervene and implement the appropriate supports to help students modify and reduce disruptive conduct at school and in the home. The district has employed Family Engagement Liaisons and created parent centers at all school sites in order to support families with finding and accessing the services they need to support the school in the achievement and success of their children. A clear focus is required with continued professional development in cultural proficiency. Schools will continue with the use of PBIS, as well as three schools using a dedicated period of time ranging from 40 minutes to 25 minutes for support time through advisorylike period; for example at Victor Valley High School, they implemented “Jack Rabbit Support Time” (JST) during the 2018-2019 year to layer in more support for student success. (LCAP Goal 5)

2. VVUHSD reclassified 57 EL students during the 2016-2017 school year, and had a huge increase to 149 students reclassified during the 2017-2018 school year. However, the number of reclassified EL students dropped to 70 during the 2018-2019 school year because only a subset of the EL students had a CELDT score. Students who had taken the ELPAC did not have a reported score. It is anticipated that reclassification numbers will be greater in 2019-2020 since all previously enrolled students will have ELPAC scores.

- In response to the data, VVUHSD offered district wide professional development in the area of quality teaching of English Learners (QTEL) in 2017-2018 and small group, intensive group around coaching, lesson design, and in classroom lesson delivery in the 2018-2019 school year. The Coordinator for English learners holds monthly meetings with the school site EL coordinators to ensure the monitoring and intervention of EL students. These meetings will continue with additional work on EL student pathways for support and the development of a new support course for LTELs. A monitoring tool, Ellevation, was developed for both EL students and RFEP students for quarterly use to provide data and feedback on student progress and current interventions. (LCAP Goal 1, Goal 3)

3. Although we have improved from orange to yellow in graduation indicator, in response to the data, VVUHSD is increasing planning the support and training of school site counselors as well as continuing with the employment of dedicated Intervention Counselors. There will be continued professional development in the area of Professional Learning Communities in order to provide site leadership with the tools necessary to support the PLC teams and use the PLC process to increase student achievement through the ongoing and cyclical use of data to inform instruction. There is a focus in the LCAP for improved services in the area of credit recovery with online learning and expanded independent study in order to provide students increased opportunities to meet graduation requirements. The Victor Valley Adult School (VVAS) continued to increase enrollment closing the 2018-2019 school year with 781 students. These 781 students come from various adult school programs to include: High School Diploma, Career Technical Education, English Language Development, Citizenship, and Adult Basic Education programs. Victor Valley Adult School increased the number of students who received a high school diploma from 93 students in 2017-2018 to 117 students in 2018-2019. In addition, this was the first year VVAS had students receive articulated credit from VVC for taking an adult school CTE course. In an effort to increase community resources and partnerships, VVAS partnered with TODEC a non profit legal organization to offer Citizenship courses at both the AHS and VHS adult school branches. In order to meet the diverse needs of the adult student, VVAS expanded its high school diploma course offerings to include online Apex and seat time math courses. (LCAP Goal 1, Goal 3, and Goal 5)

4. The VVUHSD English Language Arts Indicator is orange ( 36.7 points below level 3) and experienced an 11.1 point decrease from the prior year. The English Language Arts Indicator reports one school in green (69.4 points above level 3), one school in yellow (5.6 points above level 3), three schools in orange (one is 69.3 points below level 3, one declined significantly and is 40.1 points below level 3, and one declined significantly and is 42.3 points below level 3) and three schools in red (85.1 points below level three, one declined significantly and is 60.1 points below level 3, and one declined significantly and is 160.9 points below level 3) for the data reporting year of 2017-2018. The LEA currently has 3 target student groups in the very low category as well, white and students with disabilities, African American, English Learners, Foster Youth, and Homeless.

- VVUHSD will continue to provide high quality professional development utilizing lesson study, as the vehicle, for the implementation of the California State Standards around reading comprehension and writing. There will be ongoing support in the implementation of the adopted standards based textbook adoption, MyPerspectives by Pearson. The district and school sites will use data from the state assessments as well as the embedded assessment program in MyPerspectives to provide information to teachers to make informed decisions about instruction and implementation of RtI. (LCAP Goal 1 and

**Goal 3)**

5. The VVUHSD Mathematics Indicator is orange (104 points below level 3 with a decline of 10.2 points). The district reported one school in blue (34.8 points above level 3) and one school in yellow (51.2 points below level 3 with a decrease of 11.8 points), and six schools in red (three schools decreased, one is 130.3 points below, one is 141 points below, and one is 139 points below, and three that decreased significantly, one is 140.7 below level 3, one is 160 points below level 3, and one is 225.5 points below level 3) for the data reporting year of 2017-2018. The LEA currently has 5 target student groups in the very low category English Learners, Students with Disabilities, African American, Foster Youth, and Homeless.

- VVUHSD will continue to provide high quality professional development in the implementation of the California State Standards and the Eight Mathematical Practices through the use of lesson study in the areas of concepts, procedures, and problem solving. There will be ongoing support in the implementation of the math standards-based textbook adoptions GoMath by Houghton Mifflin Harcourt and Carnegie Learning by Carnegie/ProLearning. Carnegie will providing a reboot for use of the Curriculum. In addition, a new conceptual Integrated I course for ninth graders will be offered for the 2019- 2020 school year. Professional learning will continue to be brought to the classroom level with the support of a middle school math coach and high school math coach. The district and school sites will use data from the state assessments as well as the embedded assessment program in both textbook adoptions to provide information to teachers to make informed decisions about instruction and implementation of Response to Intervention. (LCAP Goal 1 and Goal 3)

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

California School Dashboard provides valuable data regarding districtwide performance for VVUHSD in the following areas:

- Suspensions Rate = Orange, 9.3% and declined 0.6%
- English Learner Progress = 19.4% - Well Developed, 34.6% Moderately Developed, 25.9%, Somewhat Developed, 20%, Beginning Stage
- Graduation Rate = Yellow, Medium Status of 82.1% and maintained 0.7%
- English Language Arts = Orange, Low Status of 36.7 points below level 3 and declined by 11.1 points.
- Mathematics = Orange, Low Status of 104 points below level 3 and declined 10.2 points.

When comparing significant target students groups (30 or more students in a group), against the district-wide population, the following groups were found to be performing below the districtwide performance level:

- The data does highlight a significant performance gap in graduation rate districtwide. There are no student groups in blue, Hispanic and White are in green; Asian, Socioeconomically Disadvantaged Learners, and English Learners are in yellow; African American, homeless, and Two or More Races in orange; and Foster Youth (56% graduating, decline of 5.3%) and Students with Disabilities (55.1% increase of 1.6%) are in red. This indicates a clear need for intervention districtwide for all students in reaching the goal of graduating on time and being college and career ready.
- In English Language Arts, the target groups of Students with Disabilities (145 points below grade level), Homeless (109.6 points below standard), African Americans (82 points below standard), English Learners (62.7 points below standard), and Foster Youth (117.9 points below standard) demonstrated a

significant performance gap by falling into the red category.

- In Mathematics, the target groups of Students with Disabilities (210.7 points below grade level), Homeless (163.3 points below standard), African Americans (155 points below standard), English Learners (122.5 points below standard), and Foster Youth (180.9 points below standard) demonstrated a significant performance gap by falling into the red category.
- In ELA and Mathematics, students who are Filipino or Asian are performing two or more performance standards above all other subgroups. Each school will use their data analysis results as well as school specific goals and objectives (i.e.: WASC areas of identified need, the district Technology Plan, the district CEIS plan, etc.) to adjust their Single Plan for Student Achievement which also aligns to the LCAP. Schools will participate in district wide initiatives that support student learning such as PBIS, PLCs, Professional Development, MTSS, EL/RFEP monitoring, etc. but also create site specific objectives to ensure specific site needs are being addressed.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Adelanto High School, Goodwill High School, Hook Junior High School

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Victor Valley Union High School District supports the three CSI schools by providing them guidance on how to establish a school site CSI team with site administrators, teachers, FELs, parents, and students in reviewing their current Single Plan for Student Achievement. The school sites were given support through the county office of education as well as district staff on how to best conduct a needs assessment to help them identify their area of need and determine which interventions were producing positive results. CSI teams will analyze data from the California School's Dashboard, CAASPP and local indicator data in providing evidence-based interventions as well as identifying needed resources.

The district support team provided data for the CSI identified schools for review regarding student achievement. Data was provided in the following areas: SBAC Achievement data in ELA and Math, California School Dashboard Data, graduation rate data, suspensions data, expulsion rates data, chronic absenteeism data, school-wide attendance data, middle school and high school dropout data, school climate and social-emotional learning data, Advance Placement enrollment and passing rate data, career pathway completion data, dual enrollment data, homeless and foster youth profile data, English Learner progress data (ELPAC), district assessment data, and enrollment data. This abundance of data is used by the CSI site teams, as well as other committees such as School Site Council, Instructional Leaders,

English Learner Advisory Committees and/or African American Parent Advisory Committees, as part of the comprehensive needs assessment. The district supports CSI schools by reaching out to outside providers, if requested, to support them through the needs assessment process. The outside providers requested by teams include WestEd and Solution Tree. These strategies for the comprehensive needs assessment will be addressed in the school plans for submission in October of 2019 and will continue to be supported by the district through training and other support structures.

Through the comprehensive needs assessment, the district helped CSI school teams align the data provided with an examination of current intervention practices in place. They reviewed the current programs and practices, and made a determination if the program or practice was providing the evidence required to support a positive impact on student achievement. Each intervention program was evaluated to determine if there were gaps in achievement, and if other evidence-based interventions may be required to replace existing programs or supplement areas in which little support was found to be in place.

The results of the comprehensive needs assessment conducted at Imogene Hook Junior High School in April and May of 2019 resulted in the continuation of Response to Intervention time embedded in the school day. During the 2018-2019 school year, the intervention period was 30 minutes for dedicated time to support students in a variety of areas. As a result of the needs analysis, the success of the program has prompted an increase. For 2019-2020, every student is provided with 43 minutes of intervention support daily. During this period students are provided support through evidence based programs that meet their specific academic area of need such as English or math. Students are provided time to access online tutorial support for all subjects in APEX through the use of Chromebook carts. In the area of math, students access an online support program called Mathia which is aligned to our common core math program. Mathia is used in the math class period as well to support students who are demonstrating a need for support. In the intervention period, teachers are also using Academic Youth Development through Agile Minds as part of their social-emotional and critical thinking support for students. This program provides students with brain research and activities to strengthen their critical thinking skills, which support their growth in the classroom. Finally, the intervention period also incorporated social emotional learning through "Rachel's Challenge" and organizational skill through AVID strategies such as focused note taking and critical reading strategies. In the area of building capacity for staff, Hook Junior High School's needs assessment also determined they should use CSI funding to continue to support the ongoing development of professional learning communities and PBIS. The feedback created strong support for deepening the PLC strategies and self-reflection as well as additional strategies for teachers reaching students through the PBIS support system. Programs that will continue are READ 180 and MATH 180 in the intervention courses for at-risk students as well as strategies to address chronic absenteeism. A new strategy in the pilot phase is the SSICA (Scan Student Identification Card Authorization) program. This program tracks and monitors student behavior and attendance, and allows staff to communicate quickly to families on emerging at-risk behavior or exemplary positive behaviors to reinforce the PBIS structures. Overall, the comprehensive need assessment process at HJH has provided the staff insight into how they can best meet the needs of their students through CSI support.

The results of the comprehensive needs assessment conducted at Adelanto High School between March and May of 2019 resulted in multiple areas for modification to increase the student achievement rate in English and Math as measured by course passage rate, CAASPP proficiency levels and the 11th grade SAT and decrease the Suspension/Expulsion rate. Adelanto High School was identified as a CSI school due to the student performance areas in English, Math and Suspensions, therefore when the

comprehensive needs assessment was conducted, these areas were the focus of identifying the root cause and solutions. Based on the findings, the school has determined the barrier for the majority of students to their academics is due to social emotional issues that are beyond the scope of teachers to assist and the lack of foundational skills in English/Math. As a result, the school site and district entered into a one year contract with a Licensed Clinical Social Worker to be on campus during the day to support students throughout the day. Their services include crisis management, site liaison to community resources, emergency housing, food, clothing and one-on-one/groups to promote student self-advocacy and coping skills. As evidenced by the CAASPP and teacher feedback, students struggling to be academically successful in English are struggling with reading comprehension, writing, and critical thinking. Thus the site will be continuing with Achieve 3000, a reading program designed to individually increase student lexile levels and Turnitin so that students can get more thorough and timely feedback about their writing and be provided with online support in their literacy skills. These evidence based programs will be used school wide in English, Reading Intervention, and during the the Hi School Prep intervention course for SWD to improve student literacy achievement. Moby Max is an evidence based supplemental program designed to improve SWD English and Math skills in a game like platform, this program is being used in all SDC classes as it offers pre/post tests and is personalized to meet students needs. To increase the 11th graders performance on CAASPP and SAT 11, the site will continue to use Horizon Education as a SAT prep that will be incorporated in all English 11 courses. The 11th grade students who utilized this program during the 2018-19 school year had an average SAT score increase of 111 points. To address the lack of foundational skills in math and increase in the staff's ability to provide students with the First Best Instruction in math, math teachers are working with district math coaches to unpack the standards, create common standard aligned lesson plans, practice evidence based instructional practices such as Vertical Non-Permanent Structures and collaborative projects. The teachers identified a need for additional strategies, scaffolding techniques and a better understanding of CAASPP to ensure students are accessing the curriculum and being successful. The CSI funds will be used to cover the cost of subs for teachers attending the trainings and materials needed to implement new strategies. In an effort to further increase students opportunities to receive FBI and timely intervention, a temporary support math intervention teacher will be hired. Adelanto High School also identified their MTSS and PBIS programs as areas supporting and providing success for their students but need additional professional development in MTSS so that we can provide more Tier I/II interventions to assist in the decline of suspension and expulsion, while increasing students understanding of appropriate behaviors. The CSI funds will be used to cover the cost of the training, subs and materials needed for the site PBIS team to teach the rest of the staff.

The results of the comprehensive needs assessment conducted at Goodwill High School in April and May of 2019 resulted in multiple areas for modification to increase the graduation rate. Goodwill High School was identified as a CSI school due to the graduation rate falling below 67%, therefore when the comprehensive needs assessment was conducted, this was the area for root cause analysis. Based on the findings, the school has determined their response to intervention time called Small Learning Academy (SLA) that is built into the school day was continuing to support students effectively. During the 30 minute SLA period, students are moved from classroom to classroom based on their specific learning needs to ensure they receive support in the areas in which they are struggling. This has proven effective and will be enhanced through the introduction of a new program called Achieve 3000. This evidence base program will be used school wide in classrooms, as well as during SLA time to improve student literacy achievement. A second area targeted with the use of CSI finding is the additional need for professional development in all core subject areas where our at-risk students struggle the most to meet graduation requirements. The teachers identified a need for additional strategies and scaffolding

techniques to ensure students are accessing the curriculum and being successful. The school also identified their MTSS and PBIS programs as areas supporting and providing success for their students. They will continue to enhance and make modifications to their structures through professional development as well. The school also will continue to use GradPoint as an intervention program for credit deficient students to help them meet graduation requirements. An important area also identified through the needs assessment was the high chronic absenteeism of students during first period. This also indirectly impacted their student graduation rate. The school is now considering a new bell schedule structure to ensure students and CSI funding will be used to train teachers in additional supports if the new extended day scheduled is approved by the staff and implemented.

Through the site needs assessment process, the district supported CSI schools by addressing any identified areas of resource inequities. The district allocated additional resources beyond the CSI funding to provide additional resources if the CSI schools identified gaps which required additional interventions or evidence based programs they were unable to fully fund.

## Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Victor Valley Union High School District will monitor the implementation and effectiveness of the School Plan for Student Achievement (SPSA) of the three CSI identified schools by ensuring the collection and examination of all types of data to look for evidence of effectiveness. The primary sources of school-wide, long term, summative data will be collected through the California School Dashboard and Dataquest through the California Department of Education. This data will provide growth over time in the areas of academic achievement in English Language Arts and Math, Chronic Absenteeism, Graduation Rate, Suspension Rate, College/Career and, soon to be released, English Learner Progress. The district will also provide data for teacher effectiveness through educator equity analysis (credentialing/experience), and student success rates through classroom grade analysis and credits earned (A-F grades issued affecting credits towards graduation). Local data will be provided and examined regarding the following areas for all schools to review: expulsion rates data school-wide attendance data, middle school and high school dropout data, school climate and social-emotional learning data, Advance Placement enrollment and passing rate data, career pathway completion data, dual enrollment data, homeless and foster youth profile data, English Language Proficiency Assessment for California (ELPAC) Data, district assessment data, and enrollment data. Our ability to provide all school sites the right types of data, long term and immediate data, as well as training in a structure to align and examine the data (District specific process "Plan, Do, Study and Refine" for continuous improvement) will allow CSI teams to effectively evaluate the implementation and effectiveness of the school CSI plans.