	VVUHSD # PROJECT WE THRIVE **July 1, 2020- June 30, 2023** **Grant Award: $ 1,999,998.00**

Background and priority goals:

The district's LCAP includes goals that focus on the improvement of student achievement. Each of the LCAP goals address the needs for services and programs that address the areas identified by the LCSSP grant. VVUHSD has identified the work under this grant as **PROJECT WE THRIVE.**

Component 1: Connectivity to Community: VVUHSD will actively engage families as "partners" and provide workshops related to post-secondary success; work with the community to enhance school-family relationships and design a sustainable education ecosystem.

Component 2: Academic Achievement & Wellness: VVUHSD will implement a Universal Screening Program and a Student Management System that will identify and monitor student needs in the areas of English Language Arts, Mathematics and social/emotional; help with data analysis to implement timely intervention. The district will implement Tier 1,2,3 supports based on research that is supported by ESSA and addresses middle and high school student success and eliminates the school to prison pipeline and directly increases graduation rates and reduces dropout rates.

Component 3. Positive Culture and Climate:

The final component of our program will focus on designing activities and programs to support improved policies and procedures around student-school safety (before, during and after school). PBIS practices will be fully implemented with fidelity. Both serve to ensure student safety while at school and address any additional issues of safety in the community involving students.

Project We Thrive is designed with measurable actions and costs: The three-year plan includes major tasks followed by actions. The plan includes measurable outcomes and identifies the person responsible for completion of the tasks**.**

Year 1: 2020-2021

Major Tasks	Benchmarks	Staff Requirement	Responsible	Projected dates
• Purchase Student Management System • Implement universal screening for every grade • Quarterly progress monitoring for RtI2 Tier 1 and 2	• Implementation of universal screening- three times for intervention • Student progress and parent meetings-5% increase in SST/504 • IEP and EL student monitoring/ reclassification- increase by 5%	Create a position of Coordinator of Assessment & Grant Mngt	• Assistant Superintendent Ed Services • Director of Curriculum & Assessment • Director of Special Education & EL Coordinator	June 1, 2020 August 2020- June 1, 2021
• "Bridge Back to School" program (*Project We Thrive*) to increase attendance and reduce Chronic Absences (CA) • Set up virtual school	• Reduce Chronic Absences by 5% by June 2021 • Home visits for 50% CA students • Set up and fully operational	Hire a Family Readiness Officer	• Director of Student Services • Assistant Supt, Educational Services	June 1 2020 - August 2020- June 1, 2020
Provide direct and targeted services to FY and Homeless families	Reduce Chronic Absences by 5% and raise graduation rate by 3% by June 2021	Hire a Foster and Wellness Counselor	Director of Student Services	August 2020- June 1
Redesign summer program with enrichment activities	Increase school engagement College/Career awareness and articulation with elementary school districts	Hire Summer enrichment staff	Director of College & Career Director of Ed Services	June 2021 Summer school
Expand PBIS- pilot SEL materials. Train teachers	Train 33% of staff by June 2021	Contracts with PBIS trainers	Director of Student Services	September 2020

Year 2: 2021-2022

Major Tasks	Benchmarks	Staff Requirement	Responsible	Projected dates
• Expand RtI2 and student monitoring data meetings using Student Management System • Continue quarterly progress monitoring for RtI2 Tier 1 and 2	• Continue universal screening- three times for intervention	Continue to fund the position of Coordinator of Assessment & Grant Mngt.	• Assistant Superintendent Ed Services	August 2021- June 2022
	• Student progress and parent meetings-5% increase in SST/504 • IEP and EL student monitoring/ reclassification- increase by 5%		• Director of Curriculum & Assessment • Director of Special Education & EL Coordinator	August 2021- June 1, 2022
• "Bridge Back to School" program (*Project We Thrive*) to increase attendance and reduce Chronic Absences (CA)	• Reduce Chronic Absences by 5% • Update policies and procedure and include Home visits for 50% CA students • Reduce Chronic Absences by 5%	Continue to fund the position of Family Readiness Officer	• Director of Student Services	August 2021- June 2022
Provide direct and targeted services to FY and Homeless families	Reduce Chronic Absences by 5% and raise graduation rate by 3%	Continue to fund Wellness Counselor	• Director of Student Services • Director of College & Career	August 2021- June 2022
Redesign summer program with enrichment activities	Fully establish protocols and services for feeder districts for school engagement College/Career awareness	Continue to fund Summer enrichment staff	• Director of College & Career • Dir of Ed Services	June 2022
Expand PBIS- with SEL Train teachers	Train 66% of staff by June 2022	Continue to fund contracts for PBIS	Director of Student Services	June 2022

Year 3: 2022-2023

Major Tasks	Benchmarks	Staff Requirement	Responsible	Projected dates
• Full implementation and additional assessment data using Student Management System • Implement universal screening for every grade • Quarterly progress monitoring for RtI2 Tier 1 and 2	100% Implementation of universal screening- three times for intervention Student progress and parent meetings-5% increase in SST/504 IEP and EL student monitoring/ reclassification- increase by 5%	Continue to fund the Coordinator of Assessment & Grant Mngt.	Assistant Superintendent Ed Services Director of Curriculum & Assessment Director of Special Education & EL Coordinator	August 2022 June 2023
"Bridge Back to School" program (*Project We Thrive*) to increase attendance and reduce Chronic Absences (CA)	Reduce Chronic Absences by 5% by June 2021 Implement policies and procedure with 100% consistency -include Home visits for 50% CA students	Continue to fund Family Readiness Officer	Director of Student Services	August 2022 – June 2023
Provide direct and targeted services to FY and Homeless families	Reduce Chronic Absences by 5% and raise graduation rate by 3% by June 2021	Continue to fund Wellness Counselor	• Director of Student Services • Director of College & Career	August 2022- June 2023
Redesign summer program with enrichment activities	Increase school engagement College/Career awareness and articulation with elementary school districts	Continue to fund Summer enrichment staff	• Director of College & Career • Dir of Ed Services	June 2023 Summer School
• Expand PBIS- pilot SEL materials. • Train teachers	Train 100 % of staff by June 2023	Continue to fund contracts for PBIS	Director of Student Services	August 2023

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1. Needs Assessment: **Community Background:**

Victorville is located in the High Desert,which is considered a rural community with high poverty in the County of San Bernardino. It is associated with low cost of living and few high paying jobs. The distribution of families and youth impacted by poverty and personal/social risk factors are heavily concentrated throughout the city. The district serves two main cities, Victorville and Adelanto, within the HWY 15 corridor, which is the busiest freeway, linking both San Bernardino and Los Angeles to Las Vegas, Nevada. There is a large crime and gang activity and the cities of Victorville and Adelanto have three Federal Penitentiary and ICE detention centers. Victorville is identified as a rural district with a population of 121,320. The median age in Victorville is 29, which is approximately 18% lower than the California average of 36. 66% of residents speak English and 30% speak Spanish. The income per capita in Victorville is $16,498, which is 48% lower than the California average and 45% lower than the national average. The median household income is $45,895, which is 28% lower than the California average and 17% lower than the national average. The unemployment rate in Victorville is 8%, which is 81% higher than the national average. The poverty rate is 25% which is 65% higher than the national average. The GEO group operates the federal prison with over 900 inmates. Adelanto has a population of 31,765 and 5.4% is in institutionalized housing. 37.2% is under the age of 18 and the median household income is $41,113, with 32.0% of the population living below the federal poverty line. This city was the first to pass the ordinance to support marijuana cultivation and houses two penitentiaries and the ICE detention center.

Crime Data:
Victorville is safer than 16% of cities across the US. Crimes per square mile is double that of the nation and the property crime reports indicate a similar trend. The community has a large transient homeless population. With home prices being affordable, a large influx of new residents are driving the district enrollment up. However the district is also seeing an increase in the number of new Special Needs students. The typical number of daily violent crimes in Victorville is 1.47 times more than the California average and 1.72 times more than the calculated daily national average. With regards to recent property crimes, Victorville has a constant daily crime rate that is 1.08 times less than the California average and 1.00 times more than the overall daily national average. Adelanto is rated at 21% and safer than Victorville with crimes per square miles almost 30% lower than Victorville. The crime rate in Adelanto was 292, which is higher than in 82.2% of U.S. cities. In the last 5 years Adelanto has seen an increase in violent crime and a decrease in property crime. The community has a high poverty rate and because of these and other factors, schools have a disproportionate number of students experiencing school failure due to chronic absenteeism, truancy, trauma,or home crises, and/or homelessness. Research conducted by DataUSA and published in the *American Community Survey* for the communities of Victorville report that most adults commute to work over more than 38 minutes each day. Additionally, the critical issue of poverty can be traced to a lack of high paying employment

opportunities in the region, English as a second language, lack of reliable transportation or an effective public transportation system in the High Desert, lack of parent education and a high number of single parent households. This, coupled with the lack of financial ability to afford child care, creates a high level of need for the District to provide school day and after school services, along with enrichment and social-emotional support. The community of Victorville and Adelanto do not offer activities for children during the summer or after school through parks and recreation, the library or other civic organizations. Additionally, the cities do not have a Boys and Girls' Club, YMCA or other youth organization within city limits, which requires both the elementary and high school districts to provide additional targeted programs.

District Background:
Victor Valley Union High School District (VVUHSD) is located in northern San Bernardino County, California. Encompassing an area of approximately 255 square miles, the district schools are situated in suburban Victorville and surrounding areas. Five distinct communities (Victorville, Adelanto, Helendale, Oro Grande and Silver Lakes) are served by VVUHSD. VVUHSD operates one middle school (7 - 8), three comprehensive high schools (9 - 12), one high school (7-12), two Magnet Schools (7 - 12) and one Alternative Education Center (7 - 12), which houses the continuation high school, Independent Study Program, and virtual/online learning programs. Students feed into VVUHSD from two districts in San Bernardino county, Victor Elementary School District and Adelanto School District. The District serves approximately 10,800 students. More than 950 faculty and staff members are committed to meeting the academic and overall wellness needs of our students and achieving great results. The district also conducts an annual Panorama survey for all stakeholders and results are used to drive actions and services on the annual LCAP. The Panorama data focuses on school connectedness, social emotional competencies, perceptions of fairness, and self-efficacy. These actions are further drilled down and highlighted as site-based actions in the annual SPSA. Stakeholders represented included members from our certificated and classified bargaining units, students, parents, as well as district and site administration. In order to apply for this grant, the needs are identified from data in the following metrics.
- Panorama data, including student staff and parent input
- LCAP / Continuous Improvement Walkthrough data
- CALPADs Completer, Graduation and Dropout data
- Data Dashboard and District Suspension, Expulsion and Chronic Absenteeism
- Sub-group data-EL, SWD, SED
- CAASPP achievement data

Target Populations Served: The district continues to have a growing Hispanic population but the African-American and White subgroups are declining.SWD subgroup Education has shown a slight decline in numbers this current year.

Ethnicity data	2017-2018	2018-2019	2019-2020
Total Enrollment (CBEDS)	10212	10494	10822
African American	18.1%	18.3%	17.17%
American Indian/Alaska Native	0.9%	0.7%	0.39%
Asian, Not Hispanic	1.9%	1.4%	1.78%
Filipino, Not Hispanic	1.0%	0.8%	1.04%
Hispanic or Latino	57.8%	63.7%	67.63%
Pacific Islander	0.5%	0.6%	0.54%
White, Not Hispanic	3.4%	3.3%	4.30%
Two or More Races, Not Hispanic	3.4%	3.3%	4.30%
Socio-Economically Disadvantaged	79.8%	82.0%	85.6%
English Learners	9.9%	11.4%	11.3%
Foster Youth (end of year)	1.4%	1.3%	2.5%
Homeless Youth (end of year)	0.9%	1.1%	1.0%
Special Education	14.5%	14.9%	13.4%

With almost 85.6% of students served by the NSLP, the district provides breakfast, lunch and supper to all students and summer meals are served to all under the age of 18 within the community. This community has a poverty level that is higher than the national average.

Chronic Absenteeism:
The trend over three years shows VVUHSD's chronic absentee rates remain high as a district and even higher when we review subgroups. The below chronic absence chart indicates that even though the percentage of students chronically absent has decreased over the past three years and is currently at 14% it is still higher than the national and county average which is at 13.3% and 12.0% respectively.

Ethnicity-Chronic Absenteeism Rate	2017-2018	2018-2019	2019-2020
Total Enrollment (CBEDS)	10212	10494	10822
African American (AA)	24.7%	26.4%	25.7%
American Indian or Alaska Native	25.0%	21.7%	10.4%
Asian	3.9%	2.9%	2.0%
Filipino	4.5%	4.6%	2.9%
Hispanic or Latino (HL)	12.7%	11.9%	11.3%
Pacific Islander	16.7%	14.1%	13.3%
White	14.8%	13.0%	8.9%
Two or More Races	20.8%	21.8%	25.9%
Homeless	NA	49.4%	43.1%
Foster Youth (FY)	NA	23.9%	24.4%
English Learners (EL)	NA	13.5%	11.7%
Special Education (SPED)	NA	29.9%	29%

The African-American (AA) and SWD subgroups continue to have the highest percentage of chronic absenteeism. The schools hold monthly meetings to educate parents on the importance of school attendance and positive behaviors along with monthly SARB and SART meetings for students with excessive absences followed

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by attendance SSTs and parent conferences. The district does not have a dedicated staff conduct home visits which is extremely necessary in this community. The district uses Attention 2 Attendance (A2A) to monitor the attendance patterns, but does not have a dedicated staff for daily monitoring. Given the higher rate of support that our FY and Homeless families need, the district requires ongoing programs and support activities at all sites. The district has identified the need to build partnerships with the community so that together we can partner to meet the unique needs of families and promote and support regular school attendance.

Discipline Data:
The two-year data indicates that the suspension rate for VVUHSD is almost double when compared to the County and the State and requires focused prevention and intervention with Tiers 1,2 and 3 research based strategies. Even though the district has introduced a PBIS team at each site, the district is focused on training all staff for a full implementation by 2023.

	Name	Suspension Rate	% of Students Suspended with One Suspension	% of Students Suspended with Multiple Suspensions
2017-2018	VVUHSD	9.3%	67.7%	32.3%
	County	4.5%	68.4%	31.6%
	State	3.7%	69.1%	30.9%
2018-2019	VVUHSD	9.0%	69.3%	30.7%
	County	4.8%	68.7%	31.3%
	State	3.6%	69.6%	30.4%

Percent of total suspensions is significantly higher for % of violent and non-violent infractions. The district has done an excellent job continuing to implement non-punitive measures to address defiance related infractions as indicated through the low suspension rate for defiance.

	Total suspensions	% Violent (injury)	% Violent (no injury)	% weapons	% Illicit Drug	% only defiance	% other
VVUHSD	1,661	12.5%	67%	2.8%	11.%	2.9%	3.4%
County	31,222	9.1%	56.9%	3.6%	16%	11.9%	2.5%
State	335,677	12.6%	48.5%	2.9%	17.7%	14.6%	3.5%

On deeper analysis of subgroup infractions, the AA subgroup has a very high level of disciplinary infractions leading to suspension and significant disproportionality. The district has identified this as an area of improvement related to designing practices around social-emotional core competencies, student self-efficacy, appropriate adult responses to unwanted adolescent behaviors, and adult capacity building on culture and equitable practices. The district will use the "Five Big Ideas from the Equity Project"(view link) Research to guide district wide roundtable discussions and actions in both the LCAP and the District's Strategic Plan.

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Ethnicity	Percent of Students Suspended	
	2017-2018	2018-2019
African American	40.4%	39.5%
American Indian or Alaska Native	0.9%	0.5%
Asian	0.6%	0.5%
Filipino	0.1%	0.4%
Hispanic or Latino	45.2%	47.7%
Pacific Islander	0.4%	0.9%
White	7.3%	6.6%
Two or More Races	4.4%	3.6%
Not Reported	0.6%	0.4%
Homeless	13.4%	15.4%
Foster Youth	21.9%	19%
English Learners	9.6%	6.6%
Special Education	19.7%	17.2%

Suspension by Grade for the highest infractions

	2017 2018	2018 2019	2017 2018	2018 2019	2017 2018	2018 2019	2017 2018	2018 2019	2017 2018	2018 2019	2017 2018	2018 2019
	7th		8th		9th		10th		11th		12th	
Total susp	479	521	707	789	612	575	668	630	420	426	153	138
Phys inj (a1)	212	209	292	288	291	319	235	252	169	159	67	44
Violence (a2)	95	68	108	116	43	42	26	64	22	30	7	20
Dan Obj (b)	6	11	12	15	2	21	26	20	12	9	12	3
Cont sub (c)	17	24	56	63	58	108	90	107	72	78	42	45
Cont sub (d)	5	0	3	3	3	3	13	5	0	4	0	0
Defiance (K)	136	189	224	284	192	77	262	171	138	143	23	19
Empl Assault	8	20	12	19	4	5	16	11	7	3	2	7

7th & 8th grade students data indicates increased suspensions.

Academic Data:

The California dashboard data indicates that the district has continued to make steady growth in several indicators, despite the significant challenges with discipline, culture and climate. The district's success is measured in the following areas with No RED.

ELA	Math	Grad Rate	College/Car	Chronic Abs	Suspensions
Orange	Orange	Green	Green	Yellow	Orange

Further analysis of the DataDashboard indicates significant challenges when addressing the academic needs of specific subgroups as noted below. Each of these groups also have high risk indicators in chronic absenteeism and suspensions.

ELA	Mathematics	Chronic Absenteeism	Suspensions	Graduation
EL	EL	Foster youth	Foster Youth	Foster Youth
	Homeless	Two or more races	African-American	SWD
	African-American			

Significant changes:

Significant changes in the district are below:
- Though statewide enrollment is decreasing, VVUHSD has increased by almost 1000 students since 2017-18
- Enrollment data shows that the AA and White subgroup is decreasing
- Hispanic subgroup has increased by almost 10% over two years
- Foster Youth numbers have doubled
- Percent of FRL subgroups continues to increased
- Non graduation rates for Hispanics have decreased
- Non graduation rates for African-American students have increased
- Total participation in Career-Technical Education (career preparation) increased
- Over-representation of Hispanic and African-American students in truancy
- There was adoption of A-G as the default curriculum for all students
- Director of Student Services Office has been added to bring targeted support

District unduplicated and certified SED level is at 85.6% and actually much higher, but due to the community food program, getting responses has become a challenge. Due to low income and limited middle level jobs (requiring an AA or BA degree), families commute down the hill. Task Forces are needed to address high-risk juveniles and gang-involved youth and their families within the city. The district funds three fully paid School Resource Officers at the comprehensive high schools to address high levels of discipline and safety issues. The district has also provided Intervention Counselors at every site and schools have used their Title funds to support an On Campus Intervention (OCI) class (in lieu of out-of-school suspensions) so students can continue at school and receive counseling to support changed behavior. However, to make sustainable improvements, a coordinated plan is needed for prevention and intervention services. Based on the above data, the district is focused on chronic absenteeism, school safety and academic success for all students, with special emphasis on African American, Homeless, Foster and SWD subgroups. The district recognizes that the underlying issue is to improve school culture. This challenge is reflected in high dropout rates, chronic absenteeism and truancy, juvenile misbehavior resulting in suspensions and sometimes juvenile crime.   The challenges are more evident when student outcomes are compared with county and state averages. Results from the Panorama survey conducted annually has identified the following:

1. Increase a sense of belonging at all school sites.
2. Provide social emotional support along with Tier 1,2,3 preventions and interventions.
3. Address academic supports for struggling students to close the achievement gap

4. Provide incentives- academic achievement assemblies and awards in recognition of student progress to motivate and boost morale.
5. The need to pilot social emotional learning curriculum across all campuses
6. The need for classroom training to decrease disciplinary infractions and increase instructional minutes for quality teaching and learning.
7. Establish and maintain a culture to increase on time, every day attendance and decrease chronic absences.
8. Continue to raise AVID mentation across the district and increase the number of students graduating on time and with A-G readiness.

Priority Goals
The district's LCAP includes goals that focus on the improvement of student achievement. Students are exposed to trauma in high dosages and the district is actively working with introducing socio-emotional learning supports at all sites. With the high rate of discipline and chronic absenteeism, the district recognizes that students need the support to feel safe and then wish to engage in learning. Each of the LCAP goals address the needs for services and programs that address the areas identified by the LCSSP grant.

Major activities for these goals include:
1. Development of a comprehensive assessment system to monitor student progress;
2. Increase the number of students making annual progress towards graduation
3. Contracting with after school tutoring and mentoring programs to do transcript review and 3-day after school academic support
4. Decreasing suspension and expulsion rates for overrepresented students
5. Identifying a shared understanding and expectation of appropriate adult responses to adolescent behaviors, implementing alternatives to suspension and restorative justice practices and Positive Behavior Intervention Strategies (PBIS);
6. Allocating contracted personnel for social-emotional-mental health needs; Allocating a Wellness Counselor to monitor FY, McKinney-Vento, and students returning from Juvenile Hall,
7. Assigning a classified staff to serve as a Family Readiness Officer to specifically outreach and bridge home and school communications
9. Improve communication between home and school, and link families with needed resources and services;
10. Providing workshops for parents to support their student's educational needs;- Parent Academy model
11. Providing information in multiple languages to support meaningful participation in their student's education

2. Proposed Grant Activities:
Based on CDE's determined criteria for a "priority LEA", VVUHSD has met the criteria as the data indicates a greater percent of at-risk behaviors than both the county and State averages. Serving students in grades 7-12, we recognize the

importance of consistent policies and practices to be implemented, which was also noted in the District's Strategic Plan *Opening Doors 2020*. Research from New York City Schools, called [Learning from "Turnaround" Middle Schools: Strategies for Success](#) states that middle school marks a critical transition for students and provides compelling evidence that students' attendance, test scores, and grades during the middle school years can strongly predict whether or not they graduate from high school. VVUHSD will use this research to guide the middle school team discussions to identify next steps for systems alignment across all five sites serving grades 7 & 8. The district will take a systemic approach for ongoing and continuous improvement focused on decreasing the 9th and 10th grade D/F rates, dropout rates and chronic absence rate.

Through a coordinated effort called **"Project We Thrive"**, the district has identified the work it needs to complete to achieve student success. There are three major components in this plan: Connectivity to Community, Academic Achievement and Overall Wellness, and Positive Culture and Climate. Under this plan, the district and the school sites are held accountable for achieving clearly measurable outcomes within a set timeline. The results will measure improved chronic absenteeism rates, suspension rates, student safety, improved academic results, campus culture, student efficacy, and family engagement.

	Component 1: Connectivity to Community: VVUHSD will actively engage families as "partners" and provide workshops related to post-secondary success and work with the community to enhance school-family relationships and design a sustainable education ecosystem. To implement the program, the Family Engagement Centers at each site will be expanded to allow more family access and availability to these workshops and resources. Staff will be trained and provided a calendar of activities to be implemented. Data will be collected to assess the impact of this goal, thus, resulting in a stronger, productive bond between business, community, and schools.

2: Academic Achievement & Wellness:
VVUHSD will implement a Universal Screening Program and a Student Management System that will identify a monitor student needs upon district enrollment in the areas of English Language Arts, Mathematics and social/emotional and help with data analysis to implement timely intervention. Once student needs are identified, the program will institute a follow-up with specific interventions and supports, and monitor progress at set intervals with the inclusion of adjustments/revisions as needed. In addition, the program will recognize/celebrate progress of students school wide with incentives, certificates and engaging field trips. The district will implement Tier 1,2,3 supports based on research that is supported by ESSA and addresses middle and high school student

success and eliminates the school to prison pipeline and directly increases graduation rates and reduces dropout rates.

3. Positive Culture and Climate:
The final component of our program will focus on designing activities and programs to support improved policies and procedures around student-school safety (before, during and after school). The district will use the Panorama survey and other informal data to implement positive practices that support physical, mental, emotional, and social wellness of students and staff, as well as non-punitive, appropriate adult responses to adolescent behaviors. PBIS practices will be fully implemented with fidelity. Both serve to ensure student safety while at school and address any additional issues of safety in the community involving students

System Building:
The **Project We Serve** program is designed around systems for maximizing resources and creating accountability around data and results.

1. Chronically absent students have severe gaps in knowledge of content, which negatively and dramatically impact their ability to successfully transition back into school after extended periods of absences. To focus on chronic absenteeism, "bridge back to school" program will be designed to allow "quick" access back to the school and allow students to return to school without the loss of learning time and the credits needed for graduation. The district will provide adaptive blended learning opportunities to meet students where they are and support their progress to meet and/or exceed grade level standards. Utilizing the adaptive learning method, we will address the unique needs of chronically absent students through just-in-time feedback, progress monitoring, individualized content level progression, and resources (rather than providing a one-size-fits-all learning experience). By designing this program, the district commits to address student needs in a timely and strategic manner. The district data has identified that AA, SWD, Foster and Homeless students will benefit from this option. We are aware that many students are unable to attend school due to limited access to transportation, parent-family work hours and other non-school related social issues. We recognize that with a robust alternative school program, many of our students could stay on track and graduate with their classes. Learning options will include virtual schools and blended learning programs, both as part of the traditional school programs and as independent/alternative school programs. These programs will be expanded to include online credit recovery and independent study (short/long term) options. Online credit recovery will include providing Chromebooks and wireless access to these students. In addition, home visits will be conducted for those students experiencing absenteeism to assist with support services based on student and family needs.

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2. To address the wellness of students, schools must be physically, mentally, emotionally and socially safe places to return to without the additional trauma of feeling behind, overwhelmed, and disconnected. **Project We Thrive** addresses the needs by providing wraparound services, resources for a safe space to return without the trauma, and a smaller learning environment for transition back to school. Access to counseling and mental health support services from (DMSELPA, SBCSS) community and wraparound organizations will be made available for students. Specific activities will include:

- Developing and aligning district and school policies, procedures, and practices, where appropriate, to insure long-term success of **"Project We Thrive"**
- Virtual schools and family support activities will be implemented
- On-going monitoring, adjusting, and evaluation tools to assess progress
- Implement a universal screening and a student management system to address, target, and monitor students academic and wellness needs.

3. VVUHSD is committed to building healthy relationships and having a shared understanding and expectations of healthy relationship, using the [Search Institute's Developmental Relationships Framework](#) and practices, consisting of five elements: express care, challenging growth, provide support, share power, and expand possibilities. Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. This grant will help us to train and support all stakeholders and embed expectations in our schools and surrounding communities cultures. To further support building relationships, as well as improving the family-school relationship, we will implement the evidence-based *Parent Teacher Home Visit ("PTHV")* framework. PTHV will help the district engage families who have been disengaged from the school community, more specifically our chronic absentee families. Research has shown PTHV supports students to perform better in school, school staff to change their thinking about students/families, and families to change their thinking about school.The district currently has a community closet on every campus to provide free resources for our Foster Youth and Homeless students along with all students who need it. Additionally, community services provide free haircuts, dental assistance, vision testing, etc. that serve as local evidence that these resources support the success of the families and students served within our community. Increased family engagement, led by community partners (CBOs) that will include monthly multidimensional, two-way communication and monthly parent workshops.

- *S*taffing – Project We Thrive will include additional support staff for FY, Homeless and disenfranchised students.
- Leadership Development – involves professional development for staff for creating a safe, responsive, nurturing, and orderly environment for physical, mental, social and emotional security, with a focus on the MTSS framework and practices. Staff will be required to attend local, regional, and state sponsored professional development activities.

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Community Partnerships.   **Project We Thrive** will expand partnerships with the following community based organizations to provide specific services for students:

- DMSELPA –providing intensive one-on-one support through case management; providing legal education and activities designed to support students at risk and those identified as SWD. This partner provides education and supports VVUHSD with parent education activities, partnerships for mental and physical health, counseling, behavior intervention, and mentoring.
- *Victorville Sheriff Department*– we have a current MOU with this organization and three SROs are on the comprehensive campuses. With this partnership, we will expand services to include training and workshops to train our security and Probation officers, along with our Family Resource Center to provide mentoring support and supports for at-risk and gang-intentional youth.
- *Victor ESD and Adelanto ESD* – We will expand parent and staff collaboration to establish bridge activities and programs to strengthen the articulation between the three districts and establish a seamless transition process. Specific services will include site-based group and individual counseling to include additional groups (such as coping strategies for high-stress scenarios, gender specific, controlled substances, etc), expanding support to caregivers and teachers to insure a student's smooth transition back to the comprehensive school setting, and provide monthly parent education workshops catered to parent/caregiver individual needs.

These partners will become a collaborative support team providing on-going communications to monitor and meet student and family needs from a variety of perspectives, and to guide discussions in the comprehensive school setting.

Managing educational options - Receipt of this grant will allow **Project WeThrive** to expand and increase access to opportunities for mentoring and tutoring, to support after school and out of school opportunities (such as summer academics, credit recovery, work-based learning, etc.). These options will also include linkages to the district's vibrant CTE Pathways. VVUHSD and community data has reinforced the need to support the whole child and family. Our commitment is to be the unifying agent of our community and 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. As we focus on ensuring our students are successful academically, it is apparent family engagement in supporting student academic success and overall wellness is paramount. The district's Panorama survey data shows the need to support our students and staff with understanding, developing,and applying the social-emotional learning (SEL) core competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making. The annual Panorama survey data is administered to staff, family and students and has indicated a need for student self-efficacy activities. By providing

more opportunities for students to be engaged in decisions regarding their education, the district aims to include SEL in every campus and all contents. This will support students to find ways to get assistance and support, while recognizing their own emotions and values, as well as strengths and challenges; managing their own emotions and behaviors to achieve their goals; showing understanding and empathy for others; forming positive relationships, working in teams and resolving conflict in a safe, healthy manner; and making ethical, constructive choices in their best interests. From truancy to vandalism, sexual harassment to violence and bullying, students will be assigned time on a topic and staff will check the easy-to-use management system to make sure students have completed the necessary tutorials and follow-up.

Our community is high-poverty and high-crime, we will establish and maintain trauma-informed schools where all adults are prepared to recognize and appropriately respond to those who have been impacted by traumatic stress. With the inclusion of restorative practices within the current PBIS model, we will shift the culture of our schools to a more supportive and student-driven environment. This includes administrators, teachers, out-of-classroom staff, parents, and law enforcement. In addition, students will be provided with clear expectations, provided tools to meet the expectations and to cope with extreme, stressful situations, as well as create an underlying culture of respect and support.

Number of targeted students to be served:
VVUHSD is comprised of eight schools--three comprehensive high schools, two schools of choice, three middle schools, and one continuation school.

VVUHSD Schools	School Size	School Type
Adelanto High School	2004	High School 9-12
Cobalt Institute of Math and Science	1084	Academy 7-12
Goodwill High School	243	Alternative School 7-12
Hook Junior High School	978	Middle School 7-8
Lakeview Leadership Academy	1184	Comprehensive School, 7-12
Silverado High School	2352	High School 9-12
University Prep	1099	Academy 7-12
Victor Valley High School	1886	High School 9-12

Work Plan:
Research demonstrates that to improve student achievement, students and parents must feel a positive connection to their school. For two years, VVUHSD has monitored parent, staff and student sentiments with WestEd's surveys. VVUHSD LCAP goals are designed to provide and implement actions and services that increase the positive contact and experiences between school personnel, students, parents, and community members; facilitating greater positive academic achievement, attendance and graduation rates. The LCSSP grant funds will be used to support the LCAP actions related to planning, implementation and evaluation of activities in support of facilitating positive attendance and participation growth. The tasks for each of the three years detailed below has been developed thoughtfully and lays out actions for systematization of practices. We are confident that by focusing on a few but detailed actions which scale up over a

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three-year period, we have designed a process that impacts the community at large, which includes the elementary feeder districts and allows us to build those articulated bridges so the entire VVUHSD district has a well-aligned Tk-12 pathway.

Program Offerings:
- Small group instruction for PBIS implementation during the day
- 45 minute SEL curriculum per week and include in the OCI rooms
- Social-emotional learning competencies focus (group and individual)
- Transitional support and case management to successfully enroll at
- comprehensive sites and return from suspensions and absences
- Monthly parent education component
- Partnerships with community partners (CBOs) for on-site mental health, health, youth employment, social justice, leadership, community services, parent education behaviors

Targeted student populations:
- 7/8th and 9th/10th grade at-risk of dropping out
- 7- 12th grade chronic absenteeism
- 7-12th grade students appropriately referred for MTSS and SARB
- Incoming 8th grade who need additional support in high school
- Foster Youth, Homeless, Special Ed, EL and African American students

Project We Thrive is designed with measurable actions and costs:
The three-year plan includes major tasks followed by actions. The plan includes measurable outcomes and identifies the person responsible for completion of the tasks**.**
Year 1: 2020-2021

Major Tasks	Benchmarks	Staff Requirement	Responsible	Projected dates
• Purchase Student Management System • Implement universal screening for every grade • Quarterly progress monitoring for RtI2 Tier 1 and 2	• Implementation of universal screening- three times for intervention • Student progress and parent meetings-5% increase in SST/504 • IEP and EL student monitoring/ reclassification- increase by 5%	Create a position of Coordinator of Assessment & Grant Mngt	• Assistant Superintendent Ed Services • Director of Curriculum & Assessment • Director of Special Education & EL Coordinator	June 1, 2020 August 2020-June 1, 2021
• "Bridge Back to School" program (*Project We Thrive*) to increase attendance and reduce Chronic Absences (CA) • Set up virtual school	• Reduce Chronic Absences by 5% by June 2021 • Home visits for 50% CA students • Set up and fully operational	Hire a Family Readiness Officer	• Director of Student Services • Assistant Supt, Educational Services	June 1 2020 - August 2020- June 1, 2020
Provide direct and targeted services to FY and Homeless families	Reduce Chronic Absences by 5% and raise graduation rate by 3% by June 2021	Hire a Foster and Wellness Counselor	Director of Student Services	August 2020-June 1
Redesign summer program with enrichment activities	Increase school engagement College/Career awareness and articulation with elementary school districts	Hire Summer enrichment staff	Director of College & Career Director of Ed Services	June 2021 Summer school
Expand PBIS- pilot SEL materials. Train teachers	Train 33% of staff by June 2021	Contracts with PBIS trainers	Director of Student Services	September 2020

Actions to support the Year 1 Tasks:
- Use Universal Screening tool annually to identify, address, target, and monitor student academic and wellness needs.
- Train all teachers and administrators in the use of Universal Screening.
- Introduce additional services using the universal screening data to support truancy and chronic absenteeism.
- Hire a classified Family Readiness Officer to support home visits as part of the positive intervention using the "[Teacher Home Visit Project](#)" research
- Identify and establish partnerships with community organizations to provide wrap around services and additional resources for families
- To address the school to prison pipeline concerns, build well articulated programs with feeder districts to support student success for transition
- Hire a district Wellness Counselor to provide direct and targeted support services for Foster Youth and Homeless students
- Redesigning summer programs to include enrichment for social-personal growth for all students and shift the current remediation model.
- Train 33% of each site staff in PBIS practices including SEL curriculum.
- Introduce a "bridge back to school" program that provides wireless access points and a student computer to support continuous learning
- Investigate programs for intervention strategies and student self-efficacy.
- Guide LCAP and SPSA development with activities that are identified in the grant for student engagement and attendance.
- Create supports and counseling to increase graduation rate by 5% and reduce drop-out rate by 2%.
- To stop the school to prison pipeline, the district will continue to provide CTE courses, internships, job shadowing and Dual Enrollment opportunities for college and career readiness
- Establish strong articulation with feeder schools for student transition to VVUHSD to establish parent and student understanding of established expectations and sources of support.

Year 2: 2021-2022

Major Tasks	Benchmarks	Staff Requirement	Responsible	Projected dates
• Expand RtI2 and student monitoring data meetings using Student Management System • Continue quarterly progress monitoring for RtI2 Tier 1 and 2	• Continue universal screening- three times for intervention	Continue to fund the position of Coordinator of Assessment & Grant Mngt.	• Assistant Superintendent Ed Services	August 2021- June 2022
	• Student progress and parent meetings-5% increase in SST/504 • IEP and EL student monitoring/ reclassification- increase by 5%		• Director of Curriculum & Assessment • Director of Special Education & EL Coordinator	August 2021- June 1, 2022
• "Bridge Back to School" program (*Project We Thrive*) to increase attendance and reduce Chronic Absences (CA)	• Reduce Chronic Absences by 5% • Update policies and procedure and include Home visits for 50% CA students • Reduce Chronic Absences by 5%	Continue to fund the position of Family Readiness Officer	• Director of Student Services	August 2021- June 2022
Provide direct and targeted services to FY and Homeless families	Reduce Chronic Absences by 5% and raise graduation rate by 3%	Continue to fund Wellness Counselor	• Director of Student Services • Director of College & Career	August 2021- June 2022
Redesign summer program with enrichment activities	Fully establish protocols and services for feeder districts for school engagement College/Career awareness	Continue to fund Summer enrichment staff	• Director of College & Career • Dir of Ed Services	June 2022
Expand PBIS- with SEL Train teachers	Train 66% of staff by June 2022	Continue to fund contracts for PBIS	Director of Student Services	June 2022

Actions to support the Year 2 Tasks:
- Continue with universal screening to address SWD and EL numbers.
- Expand additional services using the universal screening data to support truancy and chronic absenteeism. Introduce regular with home visits
- Expand wraparound services and access to community resources through parent workshops and referrals as measured by attendance and referrals
- Train an additional 33% of each site's staff in PBIS practices including training in new SEL curriculum
- Increase the summer school enrollment in enrichment activities by 5%.
- Develop summer articulated programs for rising 7th and 9th grade students

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for academic and social emotional readiness.
- Continue with technology support and continue to grow the virtual school
- Identify new community partnerships to continue activities to support Foster Youth and Homeless student success for expanded services.
- Evaluate and monitor the success of the "bridge back to school" program (**Project We Thrive**) for continuous learning with additional supports
- Expand programs that provide support staff and families with cultural awareness and equity practices.
- Guide LCAP and SPSA development with activities that are identified in the grant and help progress toward improving student engagement
- Create supports and counseling to increase graduation rate by 5% and reduce drop-out rate by 2%.
- To stop the school to prison pipeline, continue the collaboration with the feeder schools so students come to high school well informed and prepared for success.

Year 3: 2022-2023

Major Tasks	Benchmarks	Staff Requirement	Responsible	Projected dates
• Full implementation and additional assessment data using Student Management System • Implement universal screening for every grade • Quarterly progress monitoring for RtI2 Tier 1 and 2	100% Implementation of universal screening- three times for intervention Student progress and parent meetings-5% increase in SST/504 IEP and EL student monitoring/ reclassification- increase by 5%	Continue to fund the Coordinator of Assessment & Grant Mngt.	Assistant Superintendent Ed Services Director of Curriculum & Assessment Director of Special Education & EL Coordinator	August 2022 June 2023
"Bridge Back to School" program (*Project We Thrive*) to increase attendance and reduce Chronic Absences (CA)	Reduce Chronic Absences by 5% by June 2021 Implement policies and procedure with 100% consistency -include Home visits for 50% CA students	Continue to fund Family Readiness Officer	Director of Student Services	August 2022 - June 2023
Provide direct and targeted services to FY and Homeless families	Reduce Chronic Absences by 5% and raise graduation rate by 3% by June 2021	Continue to fund Wellness Counselor	• Director of Student Services • Director of College & Career	August 2022- June 2023
Redesign summer program with enrichment activities	Increase school engagement College/Career awareness and articulation with elementary school districts	Continue to fund Summer enrichment staff	• Director of College & Career • Dir of Ed Services	June 2023 Summer School
• Expand PBIS- pilot SEL materials. • Train teachers	Train 100 % of staff by June 2023	Continue to fund contracts for PBIS	Director of Student Services	August 2023

Actions to support the Year 3 Tasks
- 100% implementation of universal screening to decrease Special Education identification, increase in EL reclassification
- Decrease districtwide chronic absenteeism and truancy by 3% every year for each demographic subgroup, especially Foster Youth, Homeless, AA and SWD

- Decrease suspensions by 3% with SEL and wellness programs using the universal screening data, especially AA and SWD
- Work in collaboration with public agencies and parents to ensure a seamless transition between community school and district of residence placements.
- Continue to train 33% staff in PBIS practices, including training in new SEL curriculum, Restorative Practices and Trauma Informed practices
- Create supports and counseling to increase graduation rate by 5% and reduce drop-out rate by 2%.
- District developed consistent and regular reports of easy-to-understand attendance and discipline to provide to site staff.
- Summer enrichment to support ongoing social-emotional and academic growth and provide transition for students coming into the 7th grade and 9th grades.
- Continue with technology support and continue to grow the virtual school
- Continue to provide college and career readiness collaboration with feeder schools

3. Alignment with LCAP

LCAP Goals	2019-20 Base year data	LCSSP impact Year 1
Goal 1 of LCAP: VVUHSD will increase the number of students who will graduate on time	• Action 14: Graduation rate: 83.4% • Action 25: Differentiation of Summer Enrichment Programs	• Grow by 88.4% • Expansion of Enrichment Programs, data, Wellness Counselor, and Family Readiness Officer
Goal 2 of LCAP: VVUHSD will provide a safe learning environment for students and staff	• Action 1: At Risk students • PBIS: 30 staff currently trained • Action 6: CTE • Action 10: Foster Youth & Homeless Services • Action 11: Improve Attendance	• Universal Screening- Researching and Piloting • 33% staff will be trained (300+) • Expansion of CTE in middle schools Introduce "bridge to school" chronic absenteeism program (*Project Thrive*)
Goal 3: VVUHSD will ensure all students learn in a supportive environment with highly qualified teachers. continuous improvement for student achievement.	• Dropout rate: 2016-17 baseline was 5.9% • Action 2: Career Center & College Counseling	• Reduce dropout to 3.9% for 2020-21 • Provide CTE programs
Goal 4: VVUHSD will establish district wide uniformity in procedures, policies, and materials to ensure effective implementation of district initiatives to increase student achievement.	• Action 2 and 4:Mental Health Services • Action 6: RTI and MTSS • Action 3: Support for incoming 7th and 9th grade	• Community Services • Elementary districts to transition to high school
Goal 5: VVUHSD will focus on student and staff wellness to promote student academic success, design support programs for attendance, responsible behavior, positive attitudes, and social emotional learning.	• Action 5: District Liaison to monitor Homeless Foster • Action 6: SEL curriculum • Suspension Rate: 9% • Chronic Absenteeism: 14%	• Personnel added to monitor Homeless & FY, Chronic Absences & data management • 100% teachers trained • Reduce Suspension Rate • Reduce Chronic Absenteeism

The activities supported by the grant funds complement and enhance the actions identified in the LEA's LCAP and SPSAs. The district annual performance data identifies the needs of significant subgroups that are identified through the state LCAP indicators. These subgroups are Foster/Homeless Youth, Students with Disabilities, English Learners and African Americans. Each of the LCAP goals address the needs for services and programs that address the areas identified by the LCSSP grant. The **Project We Thrive** initiative includes actions and tasks that are reflective of the LCAP goals and actions and aligned to those identified for the district in the LCSSP grant. Each of the tasks are targeted to meet: chronic absenteeism, discipline, academic, social emotional and family support. These tasks match the five LCAP goals identified in Page 20. The plan has been laid out with measurable outcomes and within a set timeline which allows for the achievement of the goals in sync with the LCAP annual goals. The district identified Tasks under the LCSSP grant thoughtfully, ensuring that these actions are augmenting and not supplanting the LCAP goals and will support and enhance the LCAP goals.

VVUHSD will use the LCSSP grant to support the at-risk subgroups identified and address the five areas of the plan across all school sites. The district has identified these tasks by reviewing student achievement data from 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, schoolwide attendance data, middle school and high school dropout data, school climate and social emotional learning data, Advanced 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 school 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 schools by partnering with outside providers, if requested, to support them with the needs assessment process. The outside providers requested by teams include WestEd and Solution Tree.

4. Measurement of Outcomes:

Baseline and annual data will be collected and reported for all students and special subgroups that become significant during the period of the grant, with special emphasis on Foster Youth, African American, Homeless, At-Risk SWD and EL students. These subgroups have been identified through the comprehensive needs assessment which the district completes annually using dashboard data, academic report cards, pathway completion data, dual enrollment data, homeless and foster youth profile data, English Learner progress data (ELPAC), district assessment data, and enrollment data, which is used to identify actions under each LCAP/SPSA goal. As previously mentioned, the SPSA goals are the same as the LCAP goals with actons differing by sites that match their site data. Through the comprehensive needs assessment, the district examines current intervention

practices in place. Review of the current programs and practices help the district and schools determine if the program or practice shows evidence of positive impact on student achievement. Each intervention program needs further evaluation of the 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. As an example, 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 to 43 minutes of intervention support daily.

The district has identified the areas listed on the LCSSP (page 20) as those that require additional interventions or evidence based programs. Below are the Expected Annual Measurable Outcomes in the LEA's LCAP that the LEA has identified in the three-year plan for LCSSP gant. These tasks are aligned to the LCAP goals ad Annual measurable outcomes as highlighted below. The chart below shows the LEA's FY 2019–20 base year data that has been used to assess the impact of the grant program.

Validity and Reliability. VVUHSD regularly analyzes data from public data sources from the California Department of Education's DataQuest site, California Dashboard, CALPADS, Aeries and EdData for program analysis. Some of the public data is often a year or more behind and so the district usually keeps it own data updated. However many of these data are a year or more old and do not provide benchmarks that are timely for evaluation and improvement of district programs. In these cases, the district has created data measures based on district databases and district-defined calculations, which allow for timely analysis. Furthermore, public data are not available in all areas needed for analysis in this project, in which case data from district databases and district calculations will be used. The district is implementing a new data warehouse system which will allow for more in-depth analysis of key metrics. The Education Services office and the Directors who supervise each of the departments are responsible for the collection, compilation, and dissemination of data using both the district data warehouse system and state databases.

Capacity to collect data. VVUHSD is uniquely qualified for data collection of identified outcome measures as each department is supervised by a Director who is strong in the knowledge of the goals, policies, and programs within their department. In addition, the department also has two coordinators who are also responsible for pulling data related to academic programs and the districts formative and summative assessments. District utilizes *Illuminate* as the Test Management system. Data from *Illuminate* can be used for academic planning, assessment, course management, credits, registration, data analysis, transcripts,

scheduling, etc.; and for longitudinal tracking and reporting of a huge range of student data including assessment, demographics, outcomes, as well as teacher professional development activities, and instant access to the student information systems data at the school site level. VVUHSD is in the early phases of implementation and at this site only math CFAs are conducted using Illuminate. The Early Warning System (EWS) indicators include course failures, credit accumulation, and behavioral incidents and we will monitor universal screening and 6-week grading period to identify students at-risk of failure. The system will also assign these at-risk students to appropriate interventions and monitor their response and attendance to these interventions. All of these systems work in alignment with each other and provide a strong structure for data collection, including subgroup disaggregation. Baseline data will be collected in July-September 2020 and aligned/compared with LCAP baseline data. The EWS, together with the other district data systems, will then be used for alerts and to track populations that become significant during the grant period.

Use of data to implement changes. Interim reports and final data on each task and the detailed outcomes will be collected and compiled by the grant manager and disseminated, via the Directors within the Educational Services department. The data will also be used during collaborative meetings with community partners and will be shared on the LCAP annually. During meetings, the team will review data reports and make commendations and/or recommendations regarding grant strategies. The data will be used to: (1) identify potential dropouts and youth crime victims: (2) identify gaps in services; (3) measure student progress; (4) allocate/reallocate resources; (5) identify which strategies are most effective and show the highest potential for keeping students in school; and (6) make sure that no student falls through the cracks. Recommendations will be forwarded to the district board and administration for further implementation, as appropriate. The collaborative team includes district office and site representatives, and community partners. *Project We Thrive*, the district LCSSP grant, has identified tasks designed to scale up for three years and reach full implementation by June 2023. The LCAP has preset goals and since the LCSSP tasks match the LCAP goals, we have identified target levels that demonstrate program success. These target levels have been identified as a 3-5% growth during each of the three years and are measurable and statistically valid to help determine planned incremental growth. Both interim and final grant program outcome data will be used to identify and implement changes in programs and practices. We have identified the need for a Grant Manager who will monitor the tasks, gathering the data and sharing that data with the department Directors for review and improvement.

5. LEA Capacity and Commitment
VVUHSD experience many challenges in addressing the needs of pupils within our community and these challenges include a high percentage of economically disadvantaged, limited English language proficient or immigrant students, high rates of student mobility, expulsions and suspensions, high crime rates, gang activity, and located in a rural or economically distressed region of the state.

VVUHSD's commitment to support the proposed grant activities starts with oversight from the office of the Assistant Superintendent of Educational Services and the Directors who have direct administrative supervision over the areas covered by the grant. The grant actions are written in a format that supports a realistic timeline of activities and actions with clearly measurable outcomes at the end of each of the three years.

Capacity to implement proposed enhancements to existing program: VVUHSD is experienced in managing large and ongoing state and federally funded projects including Title 1, After School Projects, Perkins, Career Pathways, Adult Education, WIOA, to name a few. The Educational Services Division, led by the Assistant Superintendent, site level teams led by the Principal, will work cohesively to ensure that the action plan is implemented, data is collected, shared and reviewed for next steps. This is a district and site coordinated effort.

District divisions that will directly support the success of this grant project include:
1. Student Support Services Division: The Director and her team are responsible for managing attendance and truancy, SARB, student wellness referrals, expulsion hearings, referrals to alternative programs, SST and 504 plan monitoring, etc. The team includes one district-level administrative staff, seven clerical staff and eight site based Family Center staff. The two new positions, Wellness Counselor, foster and homeless youth and the classified Family Readiness Officer will report to this team. All contracted services for counseling and guidance will also report to this team. This department will have major responsibility for implementation of this grant project.
2. Education Services Division: The Director and her team are responsible for managing the universal screener and the data collected for RtI2. The new position of Data, Assessment and Grant management Coordinator will report to this team. Curriculum for online and virtual school programs will be monitored by this team. The Team includes one district-level administrative staff, two Coordinators and two clerical staff. This department will have major responsibility for implementation of this grant project
3. College and Career Services Division: The Director and her team are responsible for managing the graduation and drop-out rates, along with articulation with feeder elementary school districts for transition activities, summer programs and college readiness parent education services. The team includes one district-level administrative staff and two clerical staff. This department will have major responsibility for implementation of this grant project.

Goal 1 of the Strategic Plan 2020 states the "need to consistently implement policies and procedures systemwide, including an effective process to foster student attendance". The three-year plan has clearly identified and measurable annual tasks that will result in realignment of policies, processes and resources, with high levels of accountability.The enhancements to the current programs will be as follows:

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1. Alignment of all services offered through multiple divisions: VVUHSD must continue to focus on districtwide reduction of student suspensions and expulsions, increase in student attendance and increase graduation rates. VVUHSD will develop a comprehensive and consistent SST/504/SARB processes, develop a calendar of parent meetings to be provided at each site with a common format and agenda to ensure that the important information is shared clearly and consistently.
2. 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 to address student behaviors which interfere with learning.
3. Design a professional development plan with emphasis on cultural proficiency. Invite community partners to collaboratively offer workshops and training for staff and families professional development in engagement strategies will provide increased school connectedness as measured by the Panorama Climate Survey and Student Social Emotional Survey.
4. Ensuring that all campuses are working on self-efficacy supports for students and staff to create a safe environment though SEL curriculum implementation.
5. Introduce technology training for parents and students, so that the alternative education options may be maximized across the community. Provide wireless access points and laptops for students to take home to continue their education. Redesign summer and after school options for students, so that it may include enrichments that support student social and personal growth.

The district will hire a full time Data, Assessment and Grant Management Coordinator to monitor the overall progress of the grant goals and data related to the grant actions. The district will also hire support staff for Foster/Homeless student monitoring and another staff to work with Home visits and address chronically absent students. In addition, the district team will work closely with DMSELPA and SBCSS to provide training and workshops related to the needs for Trauma informed training, Restorative Practices, PBIS and MTSS with emphasis on middle and high school strategies. The district recognizes that the community has high levels of crime and poverty and that the schools must create a safe and welcoming environment for each student to thrive. VVUHSD Liaison will collaborate with local school sites to strategically plan intervention practices/supports to bridge home and school experiences.

Below chart shows the how and where we will identify the value of the funds and resources to serve as the required 20 percent program match. VVUHSD match is well above the 20 percent match requirement and will be sustained through the three   years   of   the   grant   period   and   beyond.

	Funding Source	Year 1	Year 2	Year 3	Cost
Cost of online curriculum	Title I Funds	$200,000	$200,000	$200,000	$600,000
Cost of universal Screening	Title I Funds	$100,000	$100,000	$100,000	$300,000
Community summer supports for enrichment	Title IV Funds	$60,000	$60,000	$60,000	$180,000

This is a total match of $1,080,000 paid from Title funds that will be continued even after the grant ends. This is more than a 50% match and exceeds the 20% requirement. The district's commitment is in implementing the research-based programs that will support school culture. VVUHSD is currently able to match funds in excess of 20 percent to meet the following needs:

VVUHSD will use the following research that supports evidence-based, non-punitive programs and practices designed to keep the most vulnerable pupils in school. Using research listed below, the district will develop its non punitive programs.

1. Five Big Ideas from the Equity Project" research to guide district wide roundtable discussions and actions in both the LCAP and the District's Strategic Plan to support LCSSP goals
2. Teacher Home Visit Project framework to support families with information on community organizations to provide wrap around services and additional resources for families served within the district boundaries, including families in feeder elementary districts.
3. Search Institute's Developmental Relationships Framework has identified five elements—expressed in 20 specific actions—that make relationships powerful in young people's lives. This is referred to as the developmental relationships framework.
4. Learning from "Turnaround" Middle Schools:Strategies for Success identifies the middle grades mark a critical transition for students. Recent research provides compelling evidence that students' attendance, test scores, and grades during the middle school years can strongly predict whether or not they graduate from high school.
5. Collaborative for Academic Social and Emotional Learning has been developed by eight states, including CDE, to collaboratively create and implement plans to encourage **social-emotional learning** in their schools.
   The research supports these actions:
- Chronic absentee/intervention program district-wide called Attention 2 Attention by School Innovations & Achievement in order to reduce chronic absenteeism and target most at risk groups such a low income-Foster Youth and Homeless Youth which data demonstrate high rates of absenteeism.Chronic absenteeism data reflects the need for increasing a more effective use of A2A. Professional development for A2A will be introduced in the fall.
- VVUHSD is setting up a virtual school to support students with high absences and get them to graduate. The grant will fund wireless access points and a

laptop for every student who has severe attendance and discipline issues and might benefit from this education program.
- VVUHSD/School site teams will work together to strengthen district wide PBIS programs to support a more positive culture, nurturing environments, teach and support staff in learning and becoming familiar with Restorative Practices and implementation. VVUHSD Tier 2 and Tier 3 site teams will work to implement Restorative Formal Conferences to provide additional social emotional and behavioral supports in lieu of frequent (punitive) suspensions. VVUHSD's goal will work to bridge home and school in order to support the whole student

VVUHSD assesses student safety and connectedness by administering an annual climate survey prepared by WestEd called the Panorama Survey designed to gather student perception data about teaching, learning, and school climate. The survey includes questions around social emotional learning, school satisfaction, and staff and family engagement. VVUHSD administered a staff, family and student survey using the Panorama survey platform. The data for each school below indicates the change in **%** favorable between 2017-18 & 2018-19. All actions provided below are new in the 2019-20 SPSA. The data was analyzed to assess the strengths and areas of growth with responses that are 3% or above is identified as a positive growth and those below are the areas of focus:

Staff responses highlighting growth from the previous year:
1. 8% increase in feeling of safety
2. 6% increase in sense of belonging
3. 4% increase in climate of support
4. 3% growth in knowledge of fairness of discipline, rules and norms

Parent/Family responses highlighting growth from the previous year:
1. 9% increase in safety
2. 5% increase in a climate of support for academic learning
3. 4% increase in knowledge of fairness of discipline, rules and norms
4. 9% increase in sense of belonging

Student responses highlighting growth from the previous year:
1. 3% increase in sense of belonging

Student responses highlighting concerns from the previous year:
1. 1% growth in self-awareness and self-management
2. 0% growth in self-efficacy
3. 2% growth in safety
4. 2% growth in a climate of support for academic learning
5. 2% growth in knowledge of fairness of discipline, rules and norms
6. 2% growth in growth mindset

From the data above, staff and parents have rated the school culture and academic focus higher than students. This supports the data as to why we have

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issues of chronic absenteeism, low graduation rates, higher dropout rates and disciplinary infractions. 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 that 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)

Below are the district's actions in response to the data above:
As a component of the grant, the SBCSS or a CDE-identified designee, will provide training and technical assistance to grantees using regional workshops and technical assistance focused on pupil engagement, school climate, truancy and chronic absentee reduction, and supporting pupils who are at risk of dropping out of school or who are victims of crime. Professional development is an essential piece in supporting change in educational organizations. The district is committed to participating in regional and state level technical assistance workshops and providing resources for workshop participation. The district supports both team and individual participation, as appropriate, for training. The district believes that the more information and training we provide to as many people as possible, the stronger our efforts will be leading to greater success and wellness of students. Therefore, the district will use the technical assistance and training gained at these workshops to train other staff, both district and school site level, and community partners, in supporting students at-risk of dropping out of school and exposed to doses of trauma. The workshops on pupil engagement, school climate, truancy reduction, and support of at risk youth will enhance our current programs and help us implement Project We Thrive during the three year term of 2020- 2021 to 2022-2023.
A detailed budget and budget justification is included after this page.