

# Victor Valley Union High School District



## LCAP Federal Addendum 2023-24



## Board Submission October 5, 2023

**Section 1 - Strategy: Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.**

Victor Valley Union High School District will begin the process of creating a new three year Local Control and Accountability Plan (LCAP) in the fall of 2023. This Federal Addendum is a culmination of the 2021-2024 3-Year LCAP which is in its final year. The LCAP is aligned with the following plans in the district: Expanded Learning Opportunity Grant (ELO), ESSER III Return to In-Person Instruction Grant (ESSER III), Learning Communities for School Success Grant (LCSSP) and all Titled funds provided by federal funding. VVUHSD also established the 2021-2025 Strategic Plan based on the district 10-year Educational Master Plan. The specific results in the Strategic Plan will help guide the goals and actions of the upcoming LCAP revisions. Currently, each strategy in the LCAP which utilizes federal funds will be revisited and refined in 2023-24, supplementing and enhancing our district and local initiatives in the areas of increased student academic achievement, improved college and career readiness and comprehensive student wellness.

Our 2023-24 plan budget includes our state base program funding and state supplementary and concentration funding. All funding aligns federal funds, such as Title I, Title II, Title III and Title IV to our actions and services to ensure we are providing the highest level of support for the strategies embedded in our plan. In addition, all school sites use the California Department of Education template for the School Plan for Student Achievement (SPSA) and have worked towards ensuring their federal funds are allocated to the objectives, actions, and services in their plans that enhance and supplement targeted student groups based on the use of state and local data. The primary assessment tool for student performance and progress at the district and school site level is the California School Dashboard. In order to support the implementation of the 2023-24 LCAP, the district has implemented literacy plans at every school site and continues to use the universal screening assessment to identify students who would benefit from targeted intervention and tiered support. Additional data from the California School Dashboard, the universal screener, common formative assessments in ELA and math, and the Panorama Climate and Social-Emotional Learning surveys were used to refine goals and actions in the 2023-24 LCAP. The district and sites use federal funding to support the areas identified by the growth model indicators and ensure their funding is targeting the gaps in achievement.

**Section 2 - Alignment: Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.**

VVUHSD continues to align the use of federal funds across all federal grant programs through the use of actions and services identified by educational partner groups. The district identifies the actions required based on data analysis of student performance. Additionally, the district identified actions based on community input at the site and district levels to inform the 2023-24 LCAP.

All actions and services using federal grants are also supported by general funds when possible, and are aligned with the eight state priorities identified in the LCAP. An annual Title I presentation is completed at each school site with parents and staff to ensure that site usage of Title I funds continues to meet the criteria. Funds from Titles II, III and IV are distributed for professional development, English Language Learner support services, parental involvement, social emotional support and after school assistance as identified. Through the analysis of data, including both state and local assessments, the district and school sites identify services and actions to meet the needs of students to address the equity and achievement gaps.

Actions and services focus on the areas that target school-wide and district-wide populations as well as the identified unduplicated student population. This includes supplementing the base program to increase student academic achievement with supplementary materials and services. Examples include tutoring services, after school and before school credit recovery programs, supplementary curricular materials for target groups such as English Learners and Foster Youth, and increased academic intervention and intervention counseling/mental health services through increased staffing. Alignment also includes ensuring professional development for staff in targeted areas such as student wellness and mental health support by using allowable federal funds to provide needed training for all staff in trauma-informed student behavior and impact on learning. Title II funds are used to provide certificated staff in core areas the additional professional learning to integrate evidence-based instructional strategies, and ensure the instruction in the classroom is meeting the high rigor of a standards-based instructional program. Alignment continues with the use of Title IV funding to supplement the well-rounded needs of students including the use of technology as an instructional tool by teachers in the classroom. Title IV primarily funded our college preparedness programs such as Advanced Placement, Dual Enrollment and College Board exams and instructional materials. Finally, alignment continues with the LCAP Goal 3 of providing an equity-centered safe learning environment.

Continuation of specific services in 2023-2024 include the before/after school credit recovery program. This service supports increased graduation rates by assisting students to remediate their D/F grades. Students take credit recovery courses through APEX during the school day or outside of school hours in order to stay current with their grades and remain on track for graduation. This is monitored closely by teachers assigned to support the students.

The addition of Goal 5 will provide intentional support for African American students through the Heritage Program which includes Coordinators at each comprehensive high school, field trips, college speakers and parent meetings.

Teacher Professional Development: Ongoing teacher professional development from job-alike peers for certificated staff have also been provided using Title II funds. This allows staff to receive assistance and guidance from their peers throughout the year.

Tier I Intervention: School sites provide after school and Saturday tutoring and individual intervention by classroom teachers.

Tier II Intervention: FEV tutoring is available 24/7 in all core subjects. School sites can use FEV Tutor to support targeted students to extend learning time plans. This is especially effective with special education students and English Learners.

Tier III intervention: Special Education one-on-one support, mental health clinician referrals, and Student Study Team (SST) meetings are held to identify learning supports and needs beyond Tier I and II interventions. Districtwide data analysis is used to address achievement gaps and support site level PLCs.

The district implements a universal screener in the fall and winter, using Renaissance learning, and uses the data to identify students who would benefit from Tier II and Tier III intervention services. Teachers access student data at a classroom level in order to provide baseline student performance levels and measure growth. Formative assessments in math are built into the school calendar using SchoolCity item bank questions to provide further actionable data for student progress and to establish learning intentions. In addition, implementation of district-purchased RTI materials allow for ongoing measurement of student progress and adjustments of services throughout the year, based on reports gathered from the student management system including Read 180.

**Section 3 - Parent and Family Engagement: ESSA SECTIONS 1112(b)(3) and 1112(b)(7)  
Describe how the LEA will carry out its responsibility under Section 1111(d).**

VVUHSD involves parents and family members to jointly develop the (SPSA) as well as the Comprehensive Support and Improvement (CSI) plans for those schools identified as CSI. During the development of the 2023-2024 SPSA, parent and community representatives on the School Site Council (SSC) are the primary educational partners to ensure parent and community voices are represented in the plan. The goals and actions in the SPSA are reviewed annually with a focus on the use of Title I funding and data is analyzed to determine effectiveness of the services or materials purchased using this funding. In addition to SSC, the SPSA and the Title I Program evaluation are also included in the educational partner engagement process of the English Learner Advisory Committee (ELAC). The parents of English Learners also provide feedback and engage in data analysis regarding EL progress to ensure their voices are represented to determine the effectiveness of our federal funds. Once feedback is complete, changes to the SPSA are made annually and approved by the SSC prior to submission to the governing board. The governing board annually reviews the SPSA for accuracy and use of Title I funds and approves them annually in the fall of the current school year.

District engages parents through the DELAC and ELAC meetings where parent input and feedback is used to make recommendations for English Learner program improvements. This includes input on financial decisions which affect the program and support the progress of English Learners district wide. The DELAC will meet approximately eight times during the school year, to ensure all mandated topics are covered, as well as to allow more opportunities for parents to engage with each other and provide

feedback. Meetings are open to the public and anyone can join and ask questions and provide public comment at the end of the meeting. A needs assessment survey will be sent out at the end of the second semester of the 2023-2024 school year to assess the English Learner program as well as to request input regarding program needs from the families' perspective. Site ELACs meet approximately four to six times a year and provide similar information to the families in attendance similar to what is shared at the DELAC meetings and also, providing additional information that is specific to the needs of the site. ELAC and DELAC meetings are venues where families can confidently express their opinions and their voices are recognized to be valuable. All meetings are held both in person and online.

In an effort to support LCAP Goal 5, the District will establish a District African American Parent Advisory Committee to include students, parents/guardians, staff, and administrators.

All sites are open during Back to School Night where parents engage with teachers and staff at the beginning of the school year. The school site reviews the parent compact and federal accountability guidelines for titled programs.

Additional and continual opportunities for parent engagement and involvement for the 2023-24 school year include: AVID Parent Night, Coffee with the Principal, Family Computer Training, SEL/Suicide Prevention Workshops, Family Night Family events and trainings through Family Engagement Liaison (PiQE), PIBE, 12 Family Powers, College and Career Workshops, Parent Education Courses, Mental Health Workshops and LCAP Workshops.

**Section 4 - Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116. Address the ESSA provision:**

Eight schools in VVUHSD receive Title I funds and have parent involvement policies that are distributed in the parent/student handbooks and are available in the school office. All Title I schools engage in collaboratively developing ESSA aligned parent involvement actions through the SSCs and ELACs. The district has provided PowerPoint and letter template tools (addressing all ESSA sections 1116) to the school principals to use to facilitate the important work and will provide additional support as needed. Parents from the SSCs and other parents from the schools also provide valuable feedback throughout the year to the superintendent to inform district actions as reported in the LCAP and Federal Addendum through the educational partner engagement process.

The district continues to provide service to Spanish speaking parents through the two full-time district translators. VVUHSD also provides staff with the Interpreters Unlimited Services, which is an on-demand telephone and video remote interpretation service. These services may be utilized when interpretation is needed. Telephone interpretation is offered in over 130 languages and nearly 60 languages for video remote interpretation.

Each site is staffed with a Family Engagement Liaison (FEL) who coordinates parent engagement opportunities, facilitates workshops and works closely with families to link them to site and community resources. Most Family Engagement Liaisons (FELs) are bilingual which helps to engage our non-English speaking families.

The LCAP Advisory Committee meets four times a year to share district updates, data and solicit input. In 2022-2023 the district also hosted monthly DELAC meetings to receive input and feedback on the English

Learners Programs. This will continue in 2023-2024. Sites hold their parent events as well as meet with the SSC monthly and ELACs at least five to six times a year to get their input and jointly develop the SPSA.

Parent training and workshops have been provided by FELs and a group of trained teachers to develop the capacity of families to support student transition and success during the 2022-23 school year. A Parent Book Club was established by the sites during the 2022-2023 school year to help build collaboration between the site and parents. The Book Club met monthly and discussed the topics of the book and its relationships to the community. The impact of reading these stories have made the participating families reflect on their own personal experiences as individuals, parents and as a community.

The district uses Panorama Surveys to gather data from parents on school climate. The data is then shared after the winter and spring surveys and then used by school sites to identify needs and supports.

**Section 5 - Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children: ESSA SECTIONS 1112(b)(5) and 1112(b)(9)**

**Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs. Address the ESSA provision:**

Schoolwide Programs: Adelanto High School, Cobalt Institute of Math and Science, Goodwill High School and Independent Study, Hook Junior High School, Lakeview Leadership Academy, Silverado High School University Preparatory School and Victor Valley High School and Victor Valley Virtual Academy in Victor Valley Union High School District conduct Title I Schoolwide Programs. Each school has a parent compact for Title I and conducts an annual analysis with recommendations for revisions of the school wide Title I program as described in Section 4 above.

In 2023-2024, the district opened Larrea Middle School. This school will receive Title 1 funding in 2024-25. They created a School Site Council and are working with that group to create their vision and goals.

**Section 6 - Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part. Address the ESSA provision:**

This provision is not applicable due to the fact VVUHSD conducts a Title I Schoolwide Program at the eight eligible schools that receive funding.

**Section 7 - Homeless Children and Youth Services: ESSA SECTION 1112(b)(6)**

**Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.). Address the ESSA provision:**

VVUHSD meets proportionality by providing targeted services to the unduplicated pupil populations (socio-economically disadvantaged, Foster Youth, English learners, as well as students and families experiencing homelessness) while supplementing the programs available to all our students (5 CCR 15496) including Chromebook distribution, tutoring, and connectivity. ESSER funds provide 1 FTE District Counselor to help address the needs of our unduplicated pupil populations. Additional services are provided for unduplicated pupil populations (socio-economically disadvantaged, Foster Youth, English learner, as well as students and families experiencing homelessness) with federal funds as noted in each site SPSA and the LCAP Federal Addendum.

The feedback from the Panorama Survey and the previous year's meetings, provided the specifics on the continued impact of the COVID-19 pandemic on the community, including the economic hardships and social and emotional concerns that seem to have resulted from the time students and families were isolated and not in school. This has influenced the district's mental health and social & emotional health planning and resulted in increasing the number of Mental Health Clinicians to 12 (two at each comprehensive high school). The district has 10 LVNS, one assigned at each school and one floater to provide support as needed. The social and emotional health curriculum (Day Break Health) to support counselors and teachers. Additionally, each school has a Wellness Center which provides social and emotional support from counselors and promotes the support available within the district and community.

Targeted outreach to our Foster Youth during the first week of school included personal calls and home visits to Foster Youth and their guardians to ensure they are able to participate in school, have access to the internet, a Chromebook, and to discuss any possible barriers to participation. VVUHSD has various resources for Foster Youth and students/families experiencing homelessness including clothing closets, a food pantry, hygiene items, school supplies, etc. After school in-person and virtual tutoring is also available for Foster Youth and students experiencing homelessness. In addition, Foster Youth and students experiencing homelessness have access to the VVUHSD case management system that assists families with obtaining community resources and assists with linkage to community services. The district also has a mental health program and can assist with linkage to outside mental health resources and services if a student or family requires a higher level of care than the district can provide. Our VVUHSD Foster/Homeless liaison collaborates with county providers including the San Bernardino County Superintendent of Schools (SBCSS) Foster Youth Liaison and Homeless Liaison, as well as social workers and educational liaisons from the County of San Bernardino, in order to provide a continuity of care for Foster Youth and students experiencing homelessness. Foster Youth, Homeless, and low income students will continue to receive support via in-class options or through school site based programs to target needs as indicated on an individual basis as a result of assessments and learning loss information. Small

group instruction, support from our ASES teams, and all areas of student tutoring are available for academic and social emotional support as needed.

Our Foster Youth students receive an email from the district's Foster Youth Liaison which includes the Foster Youth Education Rights and information on district resources (e.g. food pantry, clothing closet, school supplies, mental health resources, staff contact information) and contact information. The District counselor has a plan in place for monthly outreach to ensure academic engagement and participation, as well as to provide needed resources. In addition to the tutoring available to all students, Foster Youth are offered additional opportunities for small group and one-on-one tutoring with Title I set-aside funds. The Bilingual Community Liaisons work to provide our students and families a connection to school, the district, and available outside resources. Homeless students are provided targeted outreach, support for nutrition, connectivity, clothing closets, school supplies, mental health resources, etc.

Although available to all students, the actions/services in this paragraph are principally directed and effective in providing the district's unduplicated students with the means to continue their learning as we move forward from the COVID-19 pandemic. Additional learning opportunities which are principally directed and effective in supporting our unduplicated pupil populations (socio-economically disadvantaged, Foster Youth, English Learner) are provided both during and after the school day. During the school day, school schedules provide time for designated ELD, socio-emotional learning, and intervention. Additionally, school schedules provide for teacher/counselor/school staff hours which can be used for individual or small group support. After school/extended day actions and strategies are included in the SPSA at each school site. In addition, each school site developed an Extended Learning Opportunities Plan (ELOP) to support learning loss and social emotional learning (SEL) for students. Although the mental health supports, Homework Help Lines and FEV tutor are available to all students within the district, these programs are principally directed and effective in supporting our socio economically disadvantaged, Foster Youth, and English Learner students.

VVUHSD partners with Action Youth America for the ASES after school program at 3 middle schools. During the after school program, VVUHSD utilized Action Youth America staff as tutors to support academic instruction for 3.5 hours Monday - Friday. ASES school sites will identify students and develop plans for tutoring for academic support which is principally directed and effective for the needs of low-income, homeless, Foster Youth, and English Learners. Action Youth America staff will work in small groups of students (4-10) for 30-45 minutes. In order to ensure that all students have an equitable education, it has become necessary to update obsolete Chromebooks for students and classrooms. This allows teachers and students access to the full range of resources provided by the district, as well as specific sites. To address any lapse experienced by teachers and/or students regarding site specific programs, the district will be bridging the access gap to ensure all students in a classroom have access to the same resources, which include Screencastify for improved online lessons and Kami to assist with editing documents.

Principally directed and effective in supporting our unduplicated pupil populations, the district's mental health program provides resources to students, families, and staff from across the VVUHSD community. The results of our Panorama Survey further confirms the continuing need in the community. The expanded Mental Health Clinician Program, as well as the continued development of Wellness Centers at

all school sites, and our District Counselor will help meet this increased demand. The district's counselors continue to provide services to students both in person and virtually when needed.

The actions the LCAP that are primarily directed towards homeless and Foster Youth are:

Goal 1, Action 4: The District will continue to provide transportation districtwide to decrease chronic absenteeism and increase the attendance of Homeless, English Learners, Foster Youth and Low Income students.

Goal 1, Action 5: The district will continue to provide site-based Computer Media Specialists who support classroom needs related to teaching and learning, for both students and staff and also provides parent workshops at the site, primarily to support students and families identified as Foster Youth, English Learner and Low Income who need access to technology for their academic success.

Goal 1, Action 7: The district will continue to provide supplementary materials, digital licenses for instructional materials and a variety of resources to increase access to learning with a focus on Low Income, Foster Youth and Homeless students to support and increase their access to learning.

Goal 2, Action 1: The district will continue to provide coordinators for core subject support, two math coaches for middle and high school, a science coach for middle and high school, a data support coordinator, and assistant principals to support staff at target schools to continue the work with staff on core content, training and classroom supports, leading Professional Learning Communities discussions and providing support with data and student monitoring. This will continue to ensure that students receive a well-rounded educational experience. In addition to district-wide support, coordinators will work with site teams to design targeted support programs and supplementary learning time by providing direct support to target student groups in the areas of English Learners, Foster Youth and Low Income students. Programs will include, but not limited to, after school tutoring for English Learners, STAR data targeted Foster Youth and low income students for extended learning through FEV Tutor, etc. The focus of the team in Educational Services will be on our targeted student groups in order to increase student academic success for our duplicated students.

Goal 2, Action 3: The district will provide teachers for programs which target student groups who traditionally do not attend college after high school graduation, primarily English Learners, Low Income, and Foster Youth. The district uses specific programs to target these student groups to create equity and access to higher education. Programs funded include Advancement via Individual Determination (AVID) program, open access and recruitment of target students for Advanced Placement courses, Honors courses in high school, and middle school Honors. The district funds additional intervention counselors and a foster youth counselor for targeted support. Programs will continue to be supported that create school connectedness, which evidence shows positively impact student engagement, such as visual and performing arts, music, and the newly developed middle college high school program to enhance college and career readiness services. This will increase more options for unduplicated student groups to access college preparatory courses and guidance for participation in a rigorous college preparatory pathway. This action is primarily directed towards the Low Income, English Learner and Foster Youth student groups.

Goal 2, Action 6: The district has implemented a grade 7-12, A-G aligned and Western Association of School and Colleges (WASC) accredited Virtual School with teachers, administrative and counseling support to provide an alternate education option for students who are not successful in the traditional



school setting. This option supports the reduction of chronic absenteeism and helps students to stay on track for promotion and graduation, with primary support for Foster Youth and Low Income students.

Goal 2, Action 15: The district will provide resources to support a virtual school learning option for students who are experiencing a lack of success in the traditional setting. This option supports the chronic absenteeism that students experience and is primarily directed towards low income and foster youth so they can continue their learning when unable to attend school in-person.

Goal 3, Action 3: The district will provide additional staff to provide district and site level support for new and enrolled FY and Low Income students to increase participation in school programs that will improve school connectedness, resulting in increased success in classroom achievement. The district has created a stand-alone Student Services office with a Director and a team, including an additional Family Liaison and Foster Youth Counselor, whose primary task is to work with schools to support positive culture and climate and support Low Income and Foster Youth students to increase attendance and school participation.

Goal 3, Action 6: The district will provide social, emotional and mental health resources and services with providers like DM SELPA, Capturing Kids Hearts, CareSolace and Kognito for in-school and online SEL support and training. With students experiencing immense trauma due to the pandemic, this action is designed to expand SEL services to support primarily Foster Youth and Low Income students to increase student engagement and student attendance.

Goal 4, Action 1: The district will create/implement policies and practices to ensure all foster youth (under both LCFF and AB 490 foster definitions) are identified and tagged through the enrollment process and through state and local data.

Goal 4, Action 2: The district Foster Youth counselor will monitor Foster Youth academic progress monthly, provide social-emotional referrals, provide FAFSA/college application support and provide timely communication and other interventions to address A-G completion rates and graduation rates. This will be measured by Foster Youth graduation rates.

Goal 4, Action 3: The district Family Engagement Liaison will provide targeted supports for Foster Youth by acting as the district contact to provide school supplies, set up home visits, leading the Food for Home Program, organizing foster family workshops and facilitate home technology support.

**Section 8 - Student Transitions: ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)**  
**Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.**

Early childhood to elementary school: Not applicable, VVUHSD is a secondary district with grades 7-12.

**Section 9 - Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:**

- A. through coordination with institutions of higher education, employers, and other local partners; and**
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.**

Middle grades to high school: VVUHSD transitions over 400 8th grade students from Adelanto Elementary School District to VVUHSD. We also transition approximately 1,100 current 8th grade students to high school through multiple programs and services. Our high school counselors spend several weeks visiting the middle schools in and out of the district to help students effectively transition from middle school to high school. Additionally, the high school and middle schools hold several family nights and use other modes of communication to ensure that families have the information to help their children transition effectively. We provide transition day events at each high school to ensure parents and students are aware of the opportunities available and how the school of choice application process works, and when the online registration procedures must begin. The services for student transition from middle to high school include the following. The VVUHSD prepares middle school students for high school with college preparatory and accelerated/honors courses. These courses allow students to enter high school prepared for the rigors of high school. The district offers a summer Academic Connections course for students transitioning from 8th grade to high school. This course gives students a head start in English Language Arts and Mathematics to support transition to those subjects in high school. The district administers several different types of assessments to middle school students to assure the correct pathways and support in high school. The STAR Renaissance gives pertinent information about student progress toward mastery of grade level standards. The Mathematics Diagnostic Testing Program assessments are used as one measure to guide placement into the most appropriate 9th grade math courses. All middle school students have access to high quality CTE programs that are aligned with the high school pathways. Middle school CTE programs offer quality instruction through the Project Lead The Way (PLTW) curriculum.

Initiatives to support college and career readiness as well as develop robust CTE programs are embedded throughout the LCAP and several actions are specifically targeted for this area:

Goal 2, Action 7: The district will continue to expand staffing to enhance Career Technical Education program access for student groups, primarily directed towards unduplicated students, to increase career readiness before graduation. CTE also creates high interest programs for school connectedness and supports rigorous learning.

Goal 2, Action 16: The district will continue to provide resources to enhance CTE programs across middle and high school sites so that students, especially Low Income students, are able to access CTE programs to increase career readiness before graduation. CTE also creates high interest programs for school connectedness and supports rigorous learning.

## **Section 10 - Additional Information Regarding Use of Funds Under this Part**

**ESSA SECTION 1112(b)(13) (A–B)**

**Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:**

- A. assist schools in identifying and serving gifted and talented students; and**
- B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.**

VVUHSD does not conduct a gifted and talented program at the school sites. The school provides courses and pathways that are accelerated or enhance the support to transition students to the Advanced Placement programs at the high schools. All students have access to rigorous courses.

VVUHSD is continuing the process of modifying the school library programs to enhance digital literacy and improve academic achievement by engaging in the use of Title I funding to increase equitable and high interest access to the unduplicated students, as well as other targeted student groups. In order to increase diverse and inclusive use of the district libraries, we have begun Genrefication organization and addition of flexible seating and maker-spaces. Overall, the Genrefication organization (organizing by subject instead of the Dewey decimal system) increases the use of the library by making students more comfortable, increasing the ease of book selection and providing them an atmosphere more akin to a bookstore than a traditional school library, especially for students not accustomed to using the library. Flexible seating increases comfort, allows for non-traditional study structures and group work, and creates a welcoming environment more like a home than a classroom thereby decreasing anxiety and providing students the ability to engage their minds in a more productive manner. Maker-spaces, through both digital and physical means, provide additional opportunities for all students to decrease anxiety and develop skills in the areas of Engineering, Coding, Circuitry and more through open, self-guided, hands on, problem-solving based experiences.

**Section 11 - Educator Equity: ESSA SECTION 1112(b)(2)**

**Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.**

Victor Valley Union High School District uses a collaborative process to identify any potential disparities for staffing of teachers at school sites that could result in our low-income and minority students being taught by ineffective, inexperienced or out-of-field teachers. VVUHSD conducts an equity gap analysis by reviewing data regarding the enrollment of minority and low-income students and the staffing of teachers at school sites. VVUHSD participates in the Community Eligibility Provision (CEP) through the National School Lunch Program (NSLP) due to the high numbers of free and reduced lunch students residing within our school boundaries. This data indicates the VVUHSD schools range between 74.7% to 92.7% of the student population eligible for Free and Reduced-Priced Meals (FRPM).

VVUHSD's ten schools predominantly are composed of African American, Hispanic, and White populations. The Hispanic population, VVUHSD's greatest ethnic student group, is 68% of the student population. The African American student group represents 17% of VVUHSD while the White student group is 7%, the smallest of the top three.

The following are the results of the review of teacher placement data. VVUHSD does not have current staff that qualify as an Out-Of-Field Teacher or Ineffective Teacher. In 2022-23, VVUHSD has 90 teachers with two or fewer years of teaching experience which identifies them, according to the ESSA guidelines, as inexperienced. The three comprehensive high schools, which have a larger number of teaching staff due to the fact that they have enrollments over 1,600 students, employed 53 of the 90 inexperienced teachers. The number of inexperienced teachers at each school is as follows: Adelanto HS = 12, Cobalt Institute of Math & Science = 4, Hook Junior High = 2, Lakeview Leadership Academy = 7, Larrea Middle School = 2, Silverado HS = 17, University Prep = 3, and Victor Valley HS = 10.

When examining the staffing for the 2023-2024 school year, we currently have 4 teaching vacancies that are being filled, due to either retirement or growing enrollment. Whether or not the teachers that are hired to fill the vacancies are "Inexperienced", "Ineffective" or "Out-of Field" is yet to be determined, but the district is committed to hiring staff that are fully credentialed and meet state certification requirements. The LCAP Advisory committee agreed that the district makes every effort to staff schools based on student need as well as through a lens of equity.

**Section 12 - Professional Growth and Improvement: ESSA SECTION 2102(b)(2)(B): Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. Address the ESSA provision:**

VVUHSD engages in ongoing professional development which is outlined in LCAP Goal 2, Actions/Services #8 and #9: "The district will continue its ongoing work with County Coaches and other support providers to design collaborative workshops and training sessions to address best practices related to best first instruction, grading, equity-driven programs, etc. The focus is to improve classroom instruction and practices that will increase the academic success of students, primarily directed towards our English Learner, Foster Youth and Low Income students" and " The district will continue to support all staff to participate in professional development activities and training to improve teaching and learning and directly impact the student academic programs with primary focus on the achievement of Low Income and English Learner students. This includes providing content, pedagogy and behavioral support training in core subject adoptions (ELA, Math, Science and Social Science), universal lesson designs, ELD and classroom based assessments, monitoring of student success using STAR Renaissance and Ellevation, and MTSS and PBIS training for classroom behavioral supports." The district will provide equitable professional development for counselors, teachers and administration (site and district) in areas that directly impact student achievement, effective data analysis, EL strategies, student wellness and alignment of district and site goals to the state priorities and dashboard indicators. To effectively support teachers and students, the district employs an evaluative inquiry process to monitor and guide district professional learning. Teachers have opportunities to participate in the development of pacing guides and curriculum maps, writing of common assessments that align to Common Core State Standards and instructional strategies to improve learning outcomes.

The district will also contract with consultants to provide expert professional learning; as well as providing opportunities for staff to attend conferences aligned to job roles and responsibilities. In addition, the district provides extra pay for staff to attend district designed professional development beyond the contractual day. The professional learning beyond the contractual duty day includes virtual Nearpod training, Fred Jones classroom management, Google Certification, afternoon seminars for math teachers who are mentoring pre-service teachers, and content specific District Leadership Team (DLT) meetings.

In addition, there is a two day professional learning program for certificated staff prior to the start of the school year to reinforce best practices, support social emotional learning, build positive relationships, share trauma-informed practices and discuss curriculum alignment. A professional learning committee supports the design of this summer professional learning which includes a survey with a menu of offerings sent to all teachers before the conference planning commences.

The district's professional growth and improvement program is guided by the VVUHSD Strategic Plan and LCAP. Principals and site administrators work collaboratively and are provided learning opportunities through outside conferences and workshops as well as monthly meetings at the district level.

**Special Education:**

The Special Education department provided our teachers and support staff with professional development to ensure that they are keeping up with the skills, knowledge, and demands of the job needed to serve children with disabilities. The department also held monthly leadership meetings that comprise of the administrators and department leads. Resources and training were provided on the following topics: New Teacher orientation and Web IEP Training, Transition Planning, IEP Note Taking strategies, SH Teachers Taskforce was trained on the Common Core Alternative Achievement for Math and ELA, Training of all Sp Ed teachers on The Read 180 and N2Y programs and CPI Training.

**Instructional Aides:**

All Instructional aides are trained monthly on topics related to their assignments, including but not limited to: communication between school and home, how to work with students with behavior-related issues, overview of the thirteen disabilities covered under the IDEA, quarterly meetings on various topics ( BIP, CPI, Classroom management).

**CTE update:**

VVUHSD Career and Technical Education (CTE) provides a high-quality program of study that involves a multiyear sequence of courses that enrich and engage students with dynamic and challenging courses. These courses are served through pathways that integrate core standards and industry competencies with real-world applications that prepare students to succeed in future careers and become lifelong learners.

VVUHSD provides professional development opportunities for teachers in embedding CTE Model Curriculum, State Standards and Framework into their curriculum. VVUHSD also provided in-service training on new program offerings and professional development that impacts student performance using research-based strategies that continue to build expertise in instructional strategies. Professional development in CTE is also offered through teacher externships that support teachers through guidance in current industry standards and expectations that keep classroom curriculum relevant. In addition, VVUHSD provides training to our counselors on CTE pathways, UC A-G approved courses, articulation/ dual enrollment opportunities, and monitoring of the master schedule to ensure CTE pathway completion.

VVUHSD supports CTE industry pathways growth and development with various current industry-specific equipment, facility needs, technology upgrades, and consumables. CTE teachers are encouraged to attend industry-specific conferences, trade shows, jobs site visits, and collaborate with other CTE teachers in their industry sector. CTE teachers build on specialty programs to support CTE pathways such as Project Lead the Way (PLTW) and Carnegie Mellon's Robotics Academy. CTE staff are continuously surveyed to see what professional development activities, training, and conferences they would like to participate in, such as ACTE and Educating for Careers.

Career Technical Student Organizations (CTSOs) are required for all CTE Industry Pathways. VVUHSD continues to support students in SkillsUSA, HOSA, and other leadership opportunities at each site to link school-based learning and real-world experiences. CTOS motivate students to improve communication and public speaking and decision-making skills. Students learn to think on their feet and make quick decisions in these activities while cultivating leadership opportunities for further student growth and development.

VVUHSD's partnership with other districts and community colleges through the Mountain Desert Career Pathways (MDCP/JPA). MDCP collaboratively coordinates with industry, government, and higher education to build better opportunities for the future of the region's students. These opportunities are accomplished by fostering educated, informed individuals with in-demand skills and knowledge who will be an asset to regional business and industry as a desirable and robust workforce. MDCP offers industry partnerships, student competitions, student field trips, teacher collaborations, business networking, career internships and externships, program alignment, and a variety of workshops for teachers, counselors, and administrators. In addition, MDCP supports VVUHSD with various grants such as Career Technical Education Incentive Grant (CTEIG), the Strong Workforce Program (SWP), and the Perkins CLNA annual report. MDCP focuses on grant reporting and budgeting, setting CTE state goals, and annual advisories and teacher collaborations for each CTE Industry Sector.

VVUHSD CTE goals include the following: Increase CTE pathway completion rates overall, increase the enrollment of underrepresented students, increase CTE enrollment, improve grades earned within CTE courses, improve SBAC scores, increase CTE graduation rate, increase attendance, increase non-traditional enrollment, decrease suspension, increase A-G completion, increase industry certifications, increase college credit courses.

#### **English Learner Continued and Additional Support, Training and Resources:**

The VVUHSD uses Ellevation which is an English learner monitoring system for supporting ELs and RFEPs. All district teachers, counselors, administrators, and Bilingual Instructional Assistants continue to be trained yearly and have access to the Ellevation platform. This training provides teachers with the tools and information regarding how to monitor English Learners (newcomers, long-term and reclassified). In 2022-2023, all ELA teachers including ELA Special Education teachers were provided an opportunity to be trained in MyELD Companion, a resource which will increase the opportunities for our English Learners to have access to and ensure mastery of the ELA curriculum. Additional MyELD Companion training has been scheduled for the 2023-24 school year, with a focus on the new teachers.

Inspire Literacy (iLit) has been adopted and purchased and all ELD teachers have been individually trained to successfully support their newcomers in the ELD program. Flashlight360 has been purchased as supplemental resources to engage students in English Language acquisition, specifically in writing and speaking. This program is replacing Rosetta Stone. In addition, teachers and administrators were also

provided training in the following: how to communicate with parents to engage them in the learning process and supporting Long-Term English Learners. Bilingual Instructional Assistants were also trained in the following areas: ELPAC Assessment Administration, how to support students in the Google Classroom, how to communicate with parents to engage them in the learning process, supporting Long-Term English Learners, how to support teachers in mainstream classrooms and other trainings as appropriate.

QTEL Training was provided during the second semester to a group of teachers including ELD teachers to help support students' language acquisition in all core classes. In 2022-2023, administrators had the option to participate in a Leadership QTEL Academy to enhance their understanding and support of teachers teaching English Learners.

The English Learner Coordinator, in coordination with members of the Curriculum and Instruction department, presented an overview of the EL Roadmap to provide staff with an understanding of the EL priorities and an opportunity to focus on strategies related to designated and integrated ELD to support English Learner achievement. This roadmap was revisited throughout the school year.

### **Student Supports update:**

With regard to building capacity, summer professional development was offered to all teachers focusing on content, social emotional support, and the use of technology in a distance learning environment. Throughout the school year, ongoing professional learning opportunities include: implementing standards, creating curriculum and pacing, improving pedagogy, Read180 (primarily for students requiring support and accommodations in reading), MyELD Companion training for all English teachers to support English Learners in their classrooms, N2Y reading support curriculum for our severely handicapped student population, iLit for additional targeted support in reading, training in the use of Google Enhanced and Google Classroom, as well as analyzing data to drive instruction. To further develop meaningful teacher leadership, regular collaborations which include opportunities to develop intensive content area expertise, leadership skills and deep data understanding are held with department chairs, Advanced Placement teachers (English, History, World Languages, Fine Arts), PLC leads and others.

For mathematics, teachers have been provided multiple supports. The Summer professional development meetings provided many opportunities for training from our publishers and trainers from the county and VVUHSD staff. During the school year, professional development has included standards work by a California State University professor, county support for our Mathematical Reasoning with Connections course teachers, and professional development from all adopted publishers including Desmos, Midschoolmath and Carnegie. In addition, targeted professional development has been provided regularly for teachers of our conceptual 7th grade and 9th grade math courses (Math Connections 7 and Integrated I Math 9). Science teachers continue to receive professional development to support implementation of the adopted curriculums.

The district has continued with monthly department chair meetings and added AP teacher collaboration time. District administration receives ongoing professional development through the multiple opportunities provided by the San Bernardino County Superintendent of Schools. The professional learning program in VVUHSD ensures professional growth for all staff as well as uses data to measure the growth and improvement of teacher effectiveness through tools such as classroom observations, district-wide surveys of students and families, as well as progress on the California School Dashboard and CAASPP. VVUHSD's systems of professional learning support staff from the beginning of their

careers, throughout their careers and through advancement opportunities. The Human Resource department offers quarterly workshops for aspiring administrators as well as allows for coaching of administrative candidates by district staff for preliminary and clear programs in the Inland Empire. VVUHSD evaluates our systems of professional growth and improvement by using surveys and evaluation tools after all professional learning events as well as the district staff evaluation process to ensure professional growth is occurring and having a positive impact.

Additionally, the district provides ongoing capacity building regarding fair and consistent discipline practices, due process rights, appropriate responses for adolescent behaviors, and legally defensible 504 plans.

**Section 13 - Prioritizing Funding: ESSA SECTION 2102(b)(2)(C)**

**Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c). Address the ESSA provision:**

Currently VVUHSD provides use of Title II allocation funds for professional development activities for teachers, counselors, and school site administrators. Currently, there are three schools identified as CSI for the 2022-2023 school year. The Title II funding reserved by the California Department of Education for CSI identified schools was allocated specifically to the three schools on a per pupil basis. Each school site then created a CSI educational partner team to help identify areas of need and design professional learning activities, specific to each school, which would address the gaps of learning for their identified target groups that are the basis for their identification as CSI. Pursuant to the identified needs, they contracted with an SBCSS county coordinator for ELA support, and with a CalState math professor for math support, both individuals recognized as outstanding in their areas of expertise, to provide additional pedagogical support for these sites to support alignment of instruction to state content standards, use of data to guide instructional decision-making, refine common formative assessments and improve instructional strategies. Meetings with teachers at the CSI schools are held regularly through a professional learning communities format. The support provided in ELA includes identifying learning intentions and creating a curriculum guide that scaffolds and targets the learning intentions. Math focuses on understanding and learning content while using common core strategies to teach math conceptually at all levels.

**Section 14 - Data and Ongoing Consultation to Support Continuous Improvement**

**ESSA SECTION 2102(b)(2)(D): Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part. Address the ESSA provision:**

VVUHSD has established the LCAP District Advisory Committee which will begin meeting in late 2023 to review current LCAP progress and analyze all forms of data pertaining to student success



measures for the district. The committee includes parents, community members, teachers, classified staff and site/district administration. The data presented will be from the CAASPP, the California School dashboard, Dataquest and local data. Data will be analyzed at the quarter and the semester. This data will be provided to school site administration to use with the standing LCAP agenda items for the SSC and ELAC meetings. In addition to these monthly cohorts of educational partners, the Director of LCAP will hold a student forum at each school and engage students in the data regarding the LCAP actions and services as well as the data from their annual climate survey and the Social Emotional Learning Survey through Panorama. This feedback from students will be brought back to the committee to ensure we are providing professional learning that will most impact student achievement and positive student behavior and wellness. The educational partner meetings are critical to ensure the professional development program in VVUHSD meets the needs of all staff and ensure we are moving in a direction that supports student learning.

Results from district and state assessments like CAASPP, STAR Renaissance, MDTP, Savvas, IABs & CFAs are used for performance evaluation and follow-up training in core content as needed. Contract with SBCSS supports additional ongoing coaching at school sites.

**Section 15 - Title III Professional Development: ESSA SECTION 3115(c)(2): Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel. Address the ESSA provision:**

The district English Learner Coordinator and school site English Learner Coordinators (EL PLC) will meet regularly (August, October, November, January, March, May) to review state and local data and to improve and align site EL programs to state and district goals. Data sources include Dataquest language fluency reports, the CA Dashboard ELPI, summative ELPAC reports, Aeries queries and local data around chronic absenteeism and ELs, dual identified EL/SpEd students, percentages of ELs who are reclassified, Long Term English Learners, and A-G analysis. District and site EL coordinators provide data and present to school staff the characteristics of an EL student and what the current reclassification guidelines are for our district. English Language Development (ELD) teachers, administrators and Bilingual Instructional Assistants are also provided professional learning to support the ELPAC administration in order to help students better prepare for the exam and increase the number of students who qualify for reclassification.

Data and recommendations from the EL PLC are used to arrange professional learning for teachers and paraprofessionals. Para professionals, parents, teachers and administration are also provided the opportunity to attend the annual California Association for Bilingual Education conference (CABE) in Long Beach.

All district teachers regardless of subject are encouraged to use Ellevation when working with their EL students. They have been trained on the tools and information on how to monitor English Learners (newcomers, long-term and reclassified). All ELA teachers including ELA Special Education teachers were also provided an opportunity to be trained in MyELD Companion, a resource which will increase the opportunities for our English Learners to have access to the ELA curriculum with support to ensure mastery of the ELA curriculum as the students are mainstreamed.

ELD teachers were provided with additional training to support newcomers' success. Inspire Literacy (iLit) has been purchased and all ELD teachers have been trained to successfully support their newcomers in the ELD program. In addition, Flashlight360 is used as supplementary resources to engage students in writing and speaking to speed up their English Language Learning acquisition.

Teachers and administrators are also provided training in the following: how to communicate with parents to engage them in the learning process, supporting long-term English Learners, Leadership QTEL academy training and the EL Roadmap.

Bilingual Instructional Assistants were also trained in the following areas: Ellevation: English Learner Monitoring: Supporting Teachers with Ellevation, ELPAC administration, how to support students in the Google Classroom, how to communicate with parents to engage them in the learning process, supporting Long-Term English Learners, how to support teachers in mainstream classrooms and other trainings as appropriate.

Parents and community members have also been informed and trained through DELAC and ELAC on the following topics: access and navigating through Aeries Parent Portal, Seal of Biliteracy importance, reclassification criteria, how to support their student to achieve academic success, and the importance of parent involvement.

In order to increase District/Parent/Community collaboration, the following workshops are provided: Suicide Prevention from SBCSS, Day Break Health-Monthly Parent Workshop (In person/Virtual) - Mental Health, Anxiety, Relationships, Drug Awareness, Day Break Health-Quarterly Staff Workshop (Virtual), Amazing Grace- Student Mentorship, and Young Visionaries- Student Mentorship.

### **Section 16 - Enhanced Instructional Opportunities**

**ESSA SECTIONS 3115(e)(1) and 3116: Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth. Address the ESSA provision:**

Victor Valley Union High School District does not have an immigrant population and this ESSA section is not applicable.

### **Section 17 - Title III Programs and Activities**

**ESSA SECTION 3116(b)(1): Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards. Address the ESSA provision:**

VVUHSD provides a comprehensive ELD program at five of our schools. Beginning/Newcomer English learners are provided designated ELD time in a two-hour block to ensure rapid acquisition of English

language skills in order to mainstream into the core English course by their third year in this country. The adopted curriculum is supplemented with EL components from our core ELA program, MyPerspectives (Saavas).

The district will continue with the currently adopted curriculum for newcomers, however, it has acquired additional supporting resources (Inspire Literacy ~ iLit) to engage and support English Learners in their language acquisition transition to the mainstream curriculum. The iLit curriculum was adopted in the fall of 2021-2022. Once mainstreamed, EL students are provided additional support through two support courses that continue with a focus on academic language acquisition while they are mainstreamed in their core standards based English course. In our mainstream integrated ELD program, our new curriculum adoption includes an EL Companion as well as EL support components in the blended curriculum (MyELD Companion). MyELD Companion has been purchased as a supplementary resource to support our English Learners who have been mainstreamed and most ELA teachers, including Special Ed teachers have been trained. Site EL Coordinators participate in the district PLC and have additional responsibilities at the site, including: training and coaching teachers on the ELD standards, on integrated and designated ELD, and on research-based, best practices; leading bilingual paraprofessionals and training new hires; supervising family literacy programs; supporting teachers with progress monitoring and student data interpretation; guiding teachers in creating language objectives; overseeing site progress monitoring; coordinating ELD teachers in after-school meetings/trainings.

In addition to targeted curriculum, Title III funding provides district and site EL Coordinators and many of our bilingual paraprofessionals. These additional personnel complete the MTSS for English Learners, ensure sustainability of these systems, and as such, are critical resources. Bilingual paraprofessionals provide an array of services directly and indirectly to students. They serve as a link between families and our English Learners, communicating information to our Spanish-speaking parents about their children's language acquisition progress and overall academic progress. They also assist teachers with integrated and designated ELD instruction directly in the classrooms, tutor and counsel students individually. Flashlight360 is used to support those English Learners who are at the Emerging and Low Expanding proficiency levels. Additional time beyond the allotted designated ELD block is leveraged with bilingual paraprofessionals to support to accelerate language acquisition.

Bilingual Instructional Assistants at each site also provide students with one-on-one or small group instruction and support to struggling English Learners after school so that their support does not interfere with the scheduled classroom instruction. Fifteen Bilingual Instructional Assistants have been hired and three additional are pending to ensure the support of English Learners and their families.

These actions are primarily supported by LCAP Goal 1 Action 7: Provide supplemental instructional materials and resources to support/increase the implementation of standards-aligned curriculum that reinforces the instructional shifts of common core. Include electronic databases and online subscriptions to provide teachers and students increased access to expository texts and literary materials that support common core. Support textbook adoptions to meet the changes of the California State Standards, the History Social Science Framework and the Next Generation Science Standards. The Director of LCAP will support curriculum and instruction needs across all student groups and all school sites including professional development and educational partner engagement activities. New materials specifically align with the needs of at-risk Learners, as well as English Learners, to ensure universal access to the core curriculum with support materials as needed.

**Section 18 - English Proficiency and Academic Achievement: ESSA SECTION 3116(b)(2)(A-B)**

**Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:**

- A. achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and**
  - B. meeting the challenging State academic standards.**
- Address the ESSA provision:**

As indicated in the LCAP, support for English Learner reclassification remains a top priority. Since reclassification is the district’s verification to the state that a student is English proficient and able to meet the demands of the state content standards without additional language assistance, the district’s objective for 2023-2024 is designed to reinforce this goal for our English Learners.

Achieving proficiency in English based on the State’s requirements remains our instructional objective. As the process of reclassification provides our English Learners with a pathway to biliteracy, we have developed our own Pathway to Biliteracy inspired by the California English Learner Roadmap. Further, this pathway helps connect families to the critical role that literacy and language play at school and in the home. In short, the vision is an asset-based approach, designed to motivate and inspire students to be biliterate. Much of this information is now presented and available via online through our district and site committees, or via emails and telephone calls (ParentSquare) to students and families. Support actions for communication include banners, infographics, and brochures to promote the Pathway to Biliteracy and the California Seal of Biliteracy itself.

English Learner families and students are also provided with information on ELPAC levels and steps to improve their student’s level as well as strategies they may use at home to support their child’s academic growth and development.

To meet the challenge of providing additional support for English Learner students to meet the State academic standards, Title I and III funds provide resources for English Learners. These services continue uninterrupted in 2023-2024. Resources include the necessary allocation for progress monitoring, the use of Ellevation, release time for site EL Coordinators to observe designated and integrated ELD, and personnel costs to evaluate and improve both the progress monitoring tool and systems as well as the overall master plan each year.

Due to the district’s open commitment to support English Learners, we have also purchased specific resources to support newcomers. We have added Inspire Literacy (iLit) to support all newcomers and students in the designated ELD program. Extensive training has been provided to ELD teachers in the use and implementation of the iLit program to supplement the existing adopted curriculum. The district has also purchased the ELD component of the currently adopted ELA curriculum MyPerspectives (Savvas) to support Long-Term English Learners in the integrated ELA classroom; the ELD component is embedded in the mainstream curriculum through MyELD Companion. In depth training has been provided to all

English Teachers, including Special Education teachers to provide access to the resources available to support English Learners in their journey with Language acquisition.

VVUHSD uses the California School Dashboard data, ELPAC data, district local assessment data, grades and attendance to monitor EL students progress and achievement, and to identify current and future program and students needs. Feedback from our educational partners is also a part of the decision making process. Educational partners have several opportunities to provide feedback throughout the school year, through the participation of committees and/or responses to surveys provided by the school site or district.

English Learner supports are embedded throughout the LCAP and several actions are specifically targeted for this student group including:

Goal 1, Action 6: The district will continue to provide EL students access to designated and supplemental materials in ELA and ELD courses to improve their academic indicator and proficiency rates in ELA and ELPAC. (Achieved)

Goal 2, Action 2: The district will continue to provide English Language Development (ELD) coordinators at each site, bilingual paraprofessionals, district ELD coordinator and program support staff to help monitor the 1,300 English Learner students' progress towards proficiency. The team supports teachers with implementation of designated English Language Development and implements progress monitoring through individual learning plans, using Ellevation. The team ensures that sites provide a rich academic environment for English Learner students to achieve proficiency and increase reclassification.

Goal 2, Action 11: The district will continue to support English Learner students with language acquisition by providing resources such as primary language resources in the library, MyELCompanion in ELA and teacher/paraprofessional after school tutoring and supports to increase access and time for intervention so that more English Learner students may gain language proficiency and reclassify.

**Section 19 - Title IV, Part A Activities and Programs: ESSA SECTION 4106(e)(1)**

**Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:**

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;**
- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;**
- C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;**
- D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and**
- E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes. Address the ESSA provision:**

VVUHSD will continue to partner with Victor Valley College (VVC) in offering College and Career Access Pathways (CCAP) under AB 288. This formal partnership allows students across the district to take college courses during the school day on high school campuses at no charge to the student. The district will utilize multiple funding sources including Title IV to purchase Dual Enrollment textbooks and materials. In addition, through this formal partnership, VVUHSD will continue to articulate various CTE high school courses with VVC. These articulations will allow students who complete high school CTE courses with a “B” or better to receive college credit. Moreover, VVUHSD will continue to partner with VVC to offer “K14 Bridge” a program that streamlines the matriculation process and gives graduating high school students priority registration upon entering their freshman year in college. The program also aligns career exploration software and other databases to expedite and unify the matriculation process.

VVUHSD has committed to improving access to foreign language instruction, arts, music education, and physical education through increased resources, equipment, and supplies that allow for enhanced and in-depth activities and exploration. In addition, the district has committed to support and promote access to accelerated learning opportunities including Advanced Placement (AP), Dual Enrollment and articulation. In addition, all school libraries are creating Makerspaces to support student engagement and exposure to STEM activities.

VVUHSD will use Title IV funding to promote and develop a safe and healthy environment across the district. The district seeks to enhance student access to medical equipment, vaccinations, and other resources to assist in supporting the development of safe and healthy students. Through continued professional development, the district will increase staff awareness and knowledge on how to support students with mental health, social-emotional, and behavioral needs. The district will continue to integrate tiered systems of support for students and families through PBIS and other intervention and support programs. In addition to a focus on nutrition education, physical education, bullying and harassment prevention, and integrated systems of student and family support such as PBIS, VVUHSD will continue to develop community partnerships to meet the physical, mental, and social-emotional needs of the students. Specifically, VVUHSD will partner with community organizations in providing health services to students by launching a school-based mobile medical center.

VVUHSD will continue to support high-quality professional development to build technological capacity for educators and support staff across the district. As a Google platform district, there is a need to increase efficiency and mastery of Google applications to personalize learning, improve academic achievement, and carry out innovative blended learning projects. The district will continue to offer access to in person and virtual professional development to enhance staff capacity. VVUHSD will begin to explore methods to deliver specialized and or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology.

The continuous improvement model, Cycle of Inquiry, will be a major component in the implementation of services, programs, and resource identification in supporting a well-rounded education, safe and healthy students, and effective use of technology. These processes will take place at multiple levels including department, school site, district, and community.