

Victor Valley Union High School District



LCAP Federal Addendum 2024-25



Board Submission

December 19, 2024

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.

The Victor Valley Union High School District completed its new three-year Local Control and Accountability Plan (LCAP) in June 2024. This Federal Addendum is part of the 2024-27 LCAP. The LCAP aligns with several district initiatives and grant funding including the Learning Communities for School Success Grant (LCSSP), the Equity Multiplier, and all Title funds provided through federal funding.

In the 2024-25 school year, we will revisit and refine each strategy in the LCAP that utilizes federal funds, enhancing our district and local initiatives aimed at improving literacy, a-g completion, and essential standards.

Our budget plan for 2024-25 incorporates state program funding, as well as state supplementary and concentration funding. This framework integrates federal resources—including Title I, Title II, Title III, and Title IV—into our initiatives and services, ensuring we provide optimal support for the strategies outlined in our plan.

All school sites utilize the California Department of Education's template for the School Plan for Student Achievement (SPSA). They have focused on aligning their federal funding with specific objectives, actions, and services that enhance support for targeted student groups, based on state and local data.

The primary assessment tool for evaluating student performance and progress at both the district and school levels is the California School Dashboard. To facilitate the implementation of the LCAP, the district is committed to supporting individualized literacy plans for each school.

Furthermore, the district employs a universal screening assessment to identify students who would benefit from targeted interventions and tiered support. Additional data from the California School Dashboard, local assessments and the Panorama Climate and Social-Emotional Learning surveys have been utilized to refine the goals and actions outlined in the 2024-2027 LCAP. The district and individual school sites leverage federal funding to address areas highlighted by growth model indicators, ensuring that resources are directed toward closing achievement gaps for targeted student groups.

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 partners. 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 2024-25 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, students and staff to ensure that site use 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 2024-25 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 a computer-based program (APEX or Acellus) 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.

Goal 4 provides 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: Math and ELA department chairs meet quarterly with the assistant superintendent to share best practices and site concerns. This provides an opportunity for site-based teacher leaders to interact with their job-alike peers. Title I and Title II funding is used to support professional learning opportunities including mentor teachers, collaboration time, and conferences in addition to site funding through Equity Multiplier.

For example, the Math 9 Community of Practice includes support for time to collaborate for Data Chats, long-term lesson planning and sharing of best practices.

Tier I Intervention: School sites provide after school, as well as individualized 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.

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 utilizes Renaissance Learning as a universal screening tool, administered three times a year. Data from the initial screening is used to ensure appropriate student placement and to identify those who would benefit from Tier II and Tier III intervention support. Teachers access classroom-level student data to establish baseline performance levels and measure student growth over time.

Additionally, the implementation of district-purchased Response to Intervention (RTI) materials facilitates ongoing assessment of student progress. This allows for adjustments to services throughout the year based on reports generated from the student management system, including Read 180.

<p>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).</p>
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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 2024-2025 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 and Equity Multiplier 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) and the District English Learner Advisory Committee (DELAC). 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, CSI and Equity Multiplier funds (as applicable) and approves them annually in the spring preceding the new 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 2024-2025 school year to assess the English Learner program as well as to request input regarding program needs from the perspective of parents and guardians. 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 4, the District has established a robust 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 2024-2025 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:

Nine 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. 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 and a designated person at each site to translate as needed. 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. As previously mentioned, in 2023-2024 the district also hosted monthly DELAC meetings to receive input and feedback on the English Learners Programs. This will continue in 2024-2025. 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 select trained teachers to develop the capacity of families to support student transition and success during the 2023-2024 school year. This will continue in the 2024-25 school year. 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 with 7th graders only. In 2024-25 they have a complete campus with 7th and 8th graders. This school will receive Title 1 funding in 2024-25. They created a School Site Council and have a strong campus culture with a clear vision and mission.

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 nine 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. The district funds 1 FTE for a 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 includes 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. 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 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 No Red Ink to support writing, Get More Math to support math instruction, Desmos for Science and math, 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 in the LCAP that are primarily directed towards Foster Youth are:

Goal 1, Action 1: The Educational Services Department provides a Director of Curriculum and Instruction, two coordinators (English Language Arts, Mathematics), and additional staff to support teaching and learning for all students to improve student academic outcomes. These positions will organize and facilitate professional learning for staff to include differentiation and engagement strategies.

Goal 1, Action 3: The Educational Services Department will provide teachers for programs, including but not limited to AVID, Advanced Placement, Dual Enrollment and tutoring, which focus on students groups who traditionally do not attend college, in order to create equitable access to a broad course of study and higher education.

Goal 1, Action 5: The Educational Services department will provide certificated staff to support credit recovery services for students to support academic success. Master schedules will include credit recovery sections to support student success during the school day.

Goal 1, Action 7: The Educational Services Department will provide teachers and instructional resources for students who are not successful in the traditional school setting by maintaining a virtual program in order to increase academic outcomes in ELA and math.

Goal 1, Action 8: The College & Career Department will provide highly qualified teachers to create and sustain high-interest pathways in order to increase participation and success in college and career.

Goal 1, Action 11: The Curriculum and Instruction Department will provide instructional materials and supplementary resources for intervention teachers to support struggling students to improve academic outcomes.

Goal 1, Action 12: The Educational Services Department will provide additional activities and supplementary instructional materials for all students to support equity in access to college and career opportunities including student study trips, college visits, and CTE programs for student groups who do not traditionally attend college.

Goal 1, Action 13: The Educational Services department will provide additional consumable materials and supplies. This action will provide increased opportunities for students to participate in engaging activities and increase their development of real-world skills, problem solving and work-place readiness aligned with industry.

Goal 1, Action 14: The district will increase the number of staff at middle and high schools to reduce class size in core content areas to improve instruction and support for student groups who are struggling in ELA and math.

Goal 2, Action 1: The Student Support Services Department will provide social-emotional and wellness support staff for students and families to improve school climate.

Goal 2, Action 2: The Educational Services Division will provide staff (to include translators) and services for students and families to improve home-school communication and family engagement activities and trainings.

Goal 2, Action 3: The Educational Services Division will provide staff (Family Engagement Liaisons), services, and resources (including but not limited to counseling, parent workshops, and volunteer clearances) to support school connectedness activities for increased family and student engagement.

Goal 2, Action 8: The Student Services Department will contract with providers to provide resources for student social-emotional well-being and school connectedness.

Goal 3, Action 4: The transportation department will continue to provide additional transportation to ensure that students are able to reach their school site safely and on time.

Goal 3, Action 5: The District's Tech Ed department will provide access and support to bridge the technology gap in order for students to have access to supplemental curriculum, online tutoring and be able to complete assignments at home.

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 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. 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 1, Action 8: The College & Career Department will provide highly qualified teachers to create and sustain high-interest pathways in order to increase participation and success in college and career.

Goal 1, Action 13: The Educational Services department will provide additional consumable materials and supplies. This action will provide increased opportunities for students to participate in engaging activities and increase their development of real-world skills, problem solving and work-place readiness aligned with industry.

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 and Dual Enrollment 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 76% to 92.7% of the student population eligible for Free and Reduced-Priced Meals (FRPM).

VVUHSD's schools predominantly are composed of African American, Hispanic, and White populations. The Hispanic population, VVUHSD's greatest ethnic student group, is 71% of the student population. The African American student group represents 17% of VVUHSD while the White student group is 6%, 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 3 teaching vacancies that are being filled, due to either retirement or resignation. The area in which the vacancies are occurring are 2 life science and 1 Special Education Mild/Moderate program. 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 1, Action/Service ##9: “The Curriculum and Instruction Department will conduct professional learning for all staff of all students (including teachers and administrators) to improve differentiated instructional practices to positively impact students academic achievement.” 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. This includes providing content, pedagogy and behavioral support training in core subject adoptions (ELA, Math, Science and Social Science, 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.

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.

In addition, there is a two day professional learning program for certificated staff and classified instructional aides 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. This is in alignment with the district initiatives of increasing A-G rates and increasing literacy.

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 provides 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 holds monthly leadership meetings that comprise of the administrators and department leads. Resources and training were provided on the following topics: SEIS (IEP management system), Transition Planning, IEP Note Taking strategies, SH Teachers Taskforce was trained on the Common Core Alternative Achievement for Math and ELA, N2Y programs and CPI Training.

Instructional Aides:

All Instructional aides are trained 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 two year CTE sequence of courses that enrich and engage students with dynamic and challenging courses. We also offer CTE internship courses for students who have completed a CTE pathway with an entrepreneurship focus in their chosen career field. Our CTE courses integrate state CTE Core and Anchor standards and industry competencies with real-world applications that prepare students to succeed in future careers and become lifelong learners.

VVUHSD offers professional development opportunities for teachers to integrate CTE Model Curriculum, State Standards, and Frameworks into their instruction. In-service training is also provided on new program offerings, with a focus on research-based strategies that enhance student performance and build expertise in instructional methods. Additionally, CTE professional development includes teacher externships, which align classroom curriculum with current industry standards and expectations. VVUHSD also provides training for counselors on CTE pathways, UC A-G approved courses, articulation and dual enrollment opportunities, and the management of the master schedule to support CTE pathway completion.

VVUHSD supports the growth and development of CTE industry pathways by providing industry-specific equipment, facility upgrades, technology enhancements, and consumable materials. CTE teachers are encouraged to attend industry conferences, trade shows, job site visits, and collaborate with colleagues within their industry sector. They also build on specialized programs like Project Lead the Way (PLTW), Dave Ramsey, iSupport Learning, and Carnegie Mellon's Robotics Academy to strengthen CTE pathways. CTE staff are regularly surveyed to determine their professional development needs, including training and conferences such as ACTE and Educating for Careers.

Career Technical Student Organizations (CTSOs) are a required component of all CTE industry pathways. VVUHSD continues to support students' participation in SkillsUSA, HOSA, and other leadership opportunities at each site, connecting school-based learning with real-world experiences. CTOS inspire students to enhance their communication, public speaking, and decision-making skills. Through these activities, students learn to think quickly and make informed decisions while cultivating leadership opportunities that promote further personal growth and development. In addition to CTOS, we also participate in competitions in our MDCP region, including Chopped, Sweet Genius, Medical, Automotive, Dog House Build, Hackathon, Education, Competitive Capture, Creative Film, Pin Design, and Backstage competitions.

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 state 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 (BIAs) 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 2024-2025, all ELA teachers including ELA Special Education teachers were provided an opportunity to be trained in MyELD Companion, and in Ellevation as 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 and Ellevation training will continue to be offered during 2024-2025 school year, with a focus on the new and returning teachers in core subject area courses.

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. New and returning ELD teachers continue to have one-on-one support and hands on training to ensure curriculum ease of use. Flashlight360 has been purchased as a supplemental resource to engage students in English Language acquisition, specifically in writing and speaking. In addition, teachers and paraprofessionals were also provided training in the following: how to identify ELs in their classes, how to understand the ELPAC and how to best support the ELs. BIAs 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, including Aeries training.

QTEL Training will be provided during the second semester to a group of teachers including ELD teachers to help support students' language acquisition in all core classes

The English Learner Coordinator, will work in independent EL Site Plans to monitor and support EL progress throughout the year, in collaboration with site administrators, site English Learner Coordinators, BIAs, and Family Engagement Liaisons.

Student Supports update:

To enhance capacity building, as mentioned above, the district offers summer professional development for all teachers, focusing on instructional strategies that support A-G requirements, essential standards, and literacy with sessions focused on developing relationships with students. Ongoing professional learning opportunities are provided at individual school sites, including data discussions aimed at identifying and implementing essential standards, improving pedagogy, and offering reading intervention support. Additionally, specific resources are available for students with extensive support needs, encompassing essential standards, Core Content Connectors, with guidance for rigor and curriculum.

To foster meaningful teacher leadership, quarterly collaboration sessions are held between the assistant superintendent, the director, and the department chairs for ELA and Math. Targeted professional

development sessions are regularly conducted for teachers of our Conceptual 7th Grade and 9th Grade Math courses (Math Connections 7 and Integrated I Math 9).

The Victor Valley Union High School District (VVUHSD) evaluates its professional growth and improvement systems through surveys administered after professional learning events, as well as through the district staff evaluation process. This ensures that professional growth is occurring and positively impacting student outcomes.

Additionally, the district provides ongoing capacity-building initiatives focused on fair and consistent discipline practices, due process rights, appropriate responses to 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:

The Victor Valley Union High School District utilizes Title II allocation funds to support professional development activities for teachers, counselors, and school site administrators. For the 2024-25 school year, two schools have been identified as Comprehensive Support and Improvement (CSI) schools. Title II funding reserved by the California Department of Education for CSI-designated schools has been allocated on a per-pupil basis to these three schools.

Each school site has established a CSI educational partner team to identify areas of need and design professional learning activities tailored to address the specific gaps in learning for their targeted groups, which are the basis for their CSI designation. In response to these identified needs, the schools have contracted with San Bernardino County Superintendent of Schools (SBCSS). These professionals are recognized for their expertise in their respective fields and will provide additional pedagogical guidance to ensure alignment with state content standards, effective use of data to inform instructional decisions, and enhancement of instructional strategies.

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 continues with the LCAP District Advisory Committee which meets 3 - 4 times per year to review the 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. Goals and Actions are presented with the connected

metrics. The committee members discuss progress and effectiveness of actions. In addition to these meetings with 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, IABs & CFAs are used for performance evaluation and follow-up training in core content as needed.

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 (EL) Coordinators make up the EL Professional Learning Community (EL PLC). The EL PLC meets regularly 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 BIAs 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 BIAs. Parents, teachers and administration are also provided the opportunity to attend the annual California Association for Bilingual Education conference (CABE). Additionally, teachers and administrators attend the yearly Hispanic Association of Colleges and Universities conference (HACU), to stay informed on opportunities and expectations our English Learners and Hispanic students may expect from higher learning institutions.

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.

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, reclassification requirements, Seal of Biliteracy, Aeries 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, 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 six 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), iLit and Flashlight360.

The district will continue with the currently adopted curriculum for newcomers, however, it has acquired additional supporting resources 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, integrated and designated ELD, and on research-based, best practices; working with BIAs and mentoring newly hired staff; supporting teachers with progress monitoring and student data interpretation; guiding teachers in creating language objectives; overseeing site progress monitoring and coordinating ELD teachers in after-school meetings/trainings.

These actions are primarily supported by LCAP Goal 1 Actions 2 and 10. Action 2: "In addition to the district coordinator, Educational Services will provide EL site coordinators and bilingual paraprofessionals to monitor and support English Lerner progress toward proficiency..." Action 10: The Curriculum and Instruction department will provide professional development for staff, instructional materials and supplementary resources (including Ellevation and Flashlight 360) for English Learners in both designated and integrated classes to increase language acquisition and fluency..." In addition, the district will 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 2024-2025 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. Additionally, we partnered with the San Bernardino County Superintendent of Schools to celebrate students during the first semester of their senior year, who have met the Seal of Biliteracy requirements.

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. Parents are also encouraged to participate in committee meetings and school site meetings where information regarding EL designation, ELPAC, Reclassification, and Seal of Biliteracy are disseminated.

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 2024-2025. 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 1.2: Educational Services will provide EL site coordinators and bilingual paraprofessionals to monitor and support English Learner progress toward proficiency. In addition, the EL coordinator will provide professional development to improve strategies with Integrated ELD instruction.

Goal 1, Action 1.4: The Educational Services Department will provide staff and services (including a part time coordinator, community speakers, college visits, and parent outreach) to administer the Legacy Program at all three comprehensive high schools limited to Long-term English Learners (LTELs) for the purpose of equity in access to higher learning opportunities.

Goal 1, Action 1.10: The Curriculum and Instruction department will provide professional development for staff, instructional materials and supplementary resources (including Ellevation and Flashlight 360) for English Learners in both designated and integrated classes to increase language acquisition and fluency.

Goal 1, Action 1.11: The Curriculum and Instruction Department will provide instructional materials and supplementary resources for intervention teachers to support struggling students to improve academic outcomes.

Goal 1, Action 1.14: The district will increase the number of staff at middle and high schools to reduce class size in core content areas to improve instruction and support for student groups who are struggling in ELA and math. This action is principally directed toward ELs, FY and LI students.

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 world 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.

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.