

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## School Year

2024-25

## Date of Board Approval

February 12, 2025

## LEA Name

Victor Elementary School District

## CDS Code:

36-67918-0000000

## Link to the LCAP:

(optional)

<https://resources.finalsite.net/images/v1726261874/vesdnet/mxq0mvi43kw0l81bt191/LCA/PVESD2024-25.pdf>

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template**.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development**. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

**This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.**

**The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.**

**Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.**

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## 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.

VESD has a vision which states: VESD provides a path to success for all students to define their own future as lifelong learners. VESD has a mission which states: VESD is dedicated to each student developing foundational, educational skills through a comprehensive approach for all.

The district has chosen a unique way to serve its families. Based on feedback from our stakeholders, all schools have transitioned into schools of choice. This restructuring was accomplished utilizing facilitation, quality tools, and surveys with our stakeholders (including community members, parents, students, and staff) at all sites so schools could select and plan for their focus. Beginning in 2014-15, students had the opportunity to choose any school within the quadrant in which they live based on their interest and/or talents AND still have transportation provided. This restructuring met the needs identified by stakeholders.

VESD regularly involves educational partners in our continuous improvement cycle. For over twenty years, VESD has surveyed students, parents, staff, and community members annually. The results from these surveys have been shared in our annual strategic planning process, called Strategic Study, which has involved approximately 80 members (staff, parents, and committee representatives) in reviewing all district results (academic, surveys, budget, etc.) and providing input for ongoing improvement. Results from the spring 2024 survey cycle showed the following:

Stakeholder Group/Question:

Students: 87.68% said, "I am proud of my school."

Parents: 96.61% said, "I would recommend this district to others."

Staff: 97.45% said, "I would recommend my district."

Students: 92.14% said, "My teacher and my parent or guardian talk about how I am doing in school."

Parents: 93.45% said, "I am given the opportunity to be a part of my child's education, working together to help my child."

Staff: 92.5% said, "I am able to participate in the decision making process in my school/department (site planning, budget, etc.)."

VESD currently has multiple committees that regularly meet throughout the year providing ongoing feedback prior to the annual Strategic Study meeting. These committees include the Budget Advisory Committee, Quality Works, District English Language Advisory Committee, African American Engagement Committee, Foster Youth Committee, and the District/Parent Advisory Committee. Members encompass all educational partnerships including representatives for our English language learners, special education students, foster children, low income students, Hispanic students, African-American students, classified and certificated employees including their Bargaining Unit officers, confidential employees, administration, and community members. Outside agencies and community members that provide feedback on a regular basis include SELPA, Think Together, City of Victorville, BEARS (Benefit Everyone, Assist Recreation and Sports), Victorville Chamber of Commerce, Rotary, Kiwanis, Assistance League (Operation School Bell), United Way, Horace Mann Insurance agency, High Desert Homeless Shelter, San Bernardino County Office of Education, Riverside County Office of Education, and the Victor Elementary Education Foundation. The total amount of unduplicated participants in our committees is well over 100.

To increase our student input beyond the annual survey, our principals meet with focus groups of students 3 times each year to conduct interviews and receive feedback on topics like future goals, safety, academic needs, and school resources.

VESD principals meet at least twice a year with Cabinet. Their meetings include information and training in both operations and academics that support student growth. Sharing information and seeking parent involvement is critical, and principals accomplish this regularly through their Site Councils, English Learner Advisory Committees, Parent Teacher Organizations, family newsletters and handbooks, recognition programs, and general parent meetings.

California has adopted a Dashboard on accountability, and VESD works closely with the County Schools of San Bernardino and the California Department of Education to be proactive in identifying our local needs for improvement. As a Cabinet, we meet to review all our results at least 3 times each year.

VESD has continued to regularly involve educational partners in our continuous improvement cycle and seek input from 6 main committees (described above) through monthly meetings. VESD received scores from CAASPP showing how VESD students performed in English Language Arts and Mathematics in grades 3-6. Staff and parents have been provided training and communication on our data, instructional practices, and assessment systems in order to understand the new measures and provide input on planning next steps.

Regular walk-throughs in classrooms are conducted by principals and Cabinet. Assistant Superintendents oversee a "Squad" comprised of 6 schools each. Assistant Superintendents meet monthly with each principal in their squad to complete walk-throughs, review data, and monitor next steps. Cabinet visits every school twice a year (as a group) and our Superintendent will also visit each site an additional 2 times throughout the year to complete walk-throughs and meet with a group of students. Each of these walk-throughs is an opportunity to provide feedback and support instructional growth and identify additional needs of staff. While there is an overall focus on writing (in all subject areas) and critical thinking, schools may identify specific focus areas contained in their Single Plan for Student Achievement (SPSA) based on their CAASPP results.

All students in grades 3-6 take the CAASPP assessment in Spring, and all 5th grade students take the Science CAST assessment and the Physical Fitness test. VESD utilizes other tools to measure student progress district-wide that include the ELPAC (TK-6) and Benchmark assessments in ELA and math (K-6). Our trimester 1 benchmark results for 2024 are as follows:

1st Grade ELA Reading (I and Higher): 13.53%

2nd Grade ELA Reading (M and Higher): 23.17%

Number of students scoring 3 and 4 on District ELA Benchmark in 3-6th: 5.33%

Number of students scoring 3 and 4 on District Math Benchmark in 1-6th: 11.24%

Our Spring 2024 CAASPP results are:

ELA 56.2 points below standard

Math 80.8 points below standards

ELs 40.4% are making progress

ELPAC scores are used to show us how English Learners are progressing in acquiring a second language. Results are reported annually to parents and staff at school sites. Results, along with other district/site measures, are used to consider when reclassification is appropriate for English Learners. Results are also used to determine classroom structures for designated instruction aligned to the ELD standards. Students who continue to struggle with acquiring mastery of the California State Standards and/or ELD standards are provided additional interventions. The language acquisition of English Learners who have an individualized education program (IEP) are evaluated annually. 222 students were reclassified during the 2023-24 school year.

Local assessments provide information to parents, students, and teachers. Our district-wide formative assessments currently include benchmark assessments in ELA and math for all students in K-6. Site measures (including DIBLES, Lexile levels, running records, etc.) provide more specific information on each of the assessments noted above. The details from site measures are needed to determine students' specific needs and areas of focus. Minimum days are provided for teacher collaboration and training which include reviews of student assessments and planning for instructional needs. Sites utilize monthly and trimesterly data collection systems, and information is reported to parents through report cards, progress reports, conferences, and student study team meetings for those at risk. Each grade level has 2 data chats with site administration annually.

As a result of our stakeholder input and data, several high priorities have arisen within VESD. Improving student achievement is being accomplished through improved teacher instruction that is student-centered and focused on the analysis of evidence of student learning. Recommendations and trends in the input for 24/25 include:

1. Support academic achievement for all sub groups and assist with growth in achievement in ELA and Math by providing training to support language development and instruction through phonemic awareness, guided reading, Thinking Maps, and integrated and designated instruction. This is addressed through professional development and data analysis.

2. Continue the Child Welfare and Attendance Liaison (CWAL) program to provide parents and students support, reengage them in school, and increase attendance. This is addressed through teams of CWALs collaborating with schools and providing weekly outreach based on needs.

3. Investing in time/strategies for assisting students with academics and enrichment activities. This is addressed through expanded learning opportunities for students that include summer school and intersessions with a focus on guided reading, SEL, and STEAM activities. Site based funding and school choice allows staff to provide enrichment activities during the school day. This is supported through the expansion of our Assistant Principals (1 at each site) with additional site funding, to develop and implement these programs.
4. Addressing the broad range of social-emotional needs our students have. This is addressed by maintaining a school psychologist at each site and administering a district developed SEL survey to provide tiered interventions as determined by the MTSS team. Professional development is continually provided for staff on social emotional learning.
5. Continue to provide educational equity to support all students in achieving excellence by identifying issues that are preventing students from accessing their education and providing targeted resources. This is addressed by providing training on leadership and self-awareness, an emphasis on literacy, through skill/knowledge of staff, and access to technology at school and at home.
6. Improving family communication and home-school relationships. This is addressed through expansion of our family outreach through satellite Family Resource Centers/Community schools to provide families with more access to services and training.
7. Research counseling opportunities at sites to meet the needs of SEL and individual students and increase training to support students in Tiers 2 and 3. This is addressed by maximizing counseling capacity both internally and within the community, piloting SEL curriculum, and through the expansion of the WAVE (We All Value Excellence) leadership program.

## 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.

VESD has worked to align the goals in our LEA plan and LCAP with our Board goals focusing on a comprehensive needs assessment in areas of the eight state priorities. As a result, the VESD Board has adopted the following four goals:

1. All students will develop foundational educational skills.
2. All staff will use a comprehensive approach to support foundational educational skills for all students.
3. VESD will support an educational team that includes students, staff and families.
4. Increase achievement on the California Dashboard with a focus on our consistently low performing groups.

VESD consistently meets with 6 committees (described above under Strategy) throughout each school year to review the three goals and progress being made towards achieving them. These committees specifically review data, actions, and expenditures of both the LCAP and LEA plan and provide on-going input on both plans as well. Since the inception of LCFF, VESD has included both federal and state expenditures on both our LCAP and LEA plans. Once state and local funding resources are accounted for, federal funds are then used to layer the remaining unfunded activities using the most current regulations and guidance for the use of supplemental federal funds.

Each school site in VESD receives both federal and state funding allocations. Each year, school sites write a Single Plan for Student Achievement (SPSA). This plan includes a section for data review/progress monitoring, actions, and expenditures. School sites involve local stakeholders in the development of the SPSA including the School Site Council (SSC), parent organization, ELAC, surveys (staff, students, and parents), certificated and classified staff members, and feedback from students (student councils, Superintendent student meetings, etc.). Completed SPSA's are approved by the SSC at each school site and then taken to the VESD Board for final approval. Structures are built into each school year to review the progress being made on the SPSA and record them on the document. Additionally, upon reviewing the progress, stakeholders can recommend modifications to the plan for either federal or state expenditures. If new actions/services are recommended and approved by the SSC, then the SPSA is brought to the VESD Board for approval.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

| ESSA SECTION     | STATE PRIORITY ALIGNMENT             |
|------------------|--------------------------------------|
| 1112(b)(1) (A–D) | 1, 2, 4, 7, 8 <i>(as applicable)</i> |

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

#### Overuse in Discipline Practices that Remove Students from the Classroom

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|--------------------------|
| 1112(b)(11)  | 6 <i>(as applicable)</i> |

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

#### Career Technical and Work-based Opportunities

| ESSA SECTION     | STATE PRIORITY ALIGNMENT       |
|------------------|--------------------------------|
| 1112(b)(12)(A–B) | 2, 4, 7 <i>(as applicable)</i> |

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

**TITLE II, PART A**

**Title II, Part A Activities**

| ESSA SECTION  | STATE PRIORITY ALIGNMENT       |
|---------------|--------------------------------|
| 2102(b)(2)(A) | 1, 2, 4 <i>(as applicable)</i> |

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

| ESSA SECTION | STATE PRIORITY ALIGNMENT      |
|--------------|-------------------------------|
| 3116(b)(3)   | 3, 6 ( <i>as applicable</i> ) |

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

**ESSA Provisions Addressed in the Consolidated Application and Reporting System**

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

**TITLE I, PART A**

**Poverty Criteria**

| ESSA SECTION(S) | STATE PRIORITY ALIGNMENT |
|-----------------|--------------------------|
| 1112(b)(4)      | N/A                      |

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDE's website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
  - a. Number of low-income students
  - b. Number of minority students
2. Does the LEA have an educator equity gap –
  - a. If yes, must create a plan which must include root cause analysis of the disparity
  - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

The district completed an equity gap analysis based on CDE's Data Quest and local information available on enrollment, low income students, minority students, teacher workforce, ineffective teachers, and inexperienced teachers. For ineffective teachers, we used the number of teachers that are currently on an improvement plan. For inexperienced teachers, we used the number of probationary teachers (year 0, 1, or 2). The district does not have misassigned or out of field teachers.

##### Inexperienced Teachers

Highest Minority School: 2 teachers  
Lowest Minority School: 6 teachers

Highest Low Income School: 2 teachers  
Lowest Low Income School: 6 teachers

##### Ineffective Teachers

Highest Minority School: 0 teachers  
Lowest Minority School: 1 teacher

Highest Low Income School: 0 teachers  
Lowest Low Income School: 1 teacher

For inexperienced teachers, while there is a gap, we have been working to close it. Recently, a large number of experienced teachers have retired and been replaced with less experienced teachers. The national teacher shortage has impacted who we are able to hire, and we have hired more staff on provisional permits. The district will continue to monitor the equity gap and make placement decisions to reduce the gap.

To increase equitable opportunities for student enrollment, VESD has implemented a quadrant enrollment and transportation system (described above under Strategy). Additionally, we have developed a lottery enrollment process for schools at or near capacity to minimize the gap between minority student and low income student enrollment.

VESD has developed a support system for all staff (inexperienced, experienced, effective and/or ineffective). Our Educational Services department has 6 support specialists who oversee district-wide training. This training is developed based on an annual survey to certificated staff from the department, assessment results, and new staffing needs. The support specialists run an extensive 2-year new teacher induction program where they meet to collaborate and train monthly. During this time, new teachers learn the state standards, the frameworks for instruction, assessment, and district instructional strategies that supplement the adopted curriculum (ie Thinking Maps, Write from the Beginning and Beyond, Kagan Cooperative learning structures, etc.). New teacher induction training and support are above the requirements for BTSA/CTI. The support specialists research, organize, and manage professional development in foundational reading with publishers and consultants. Support specialists have provided training to bilingual and instructional aides and para-educators with regular professional development opportunities to learn instructional strategies that the certificated staff are utilizing to better support students in need.

VESD is implementing the California state standards and supporting educator disparities with other supports as well. While we utilize many traditional training models at the district or site level, VESD modified this structure. Based on stakeholder feedback, we implemented an On Site Instructional Curriculum Coordinators (OSICC) at each school site. The OSICCs have provided site specific professional development based on assessment results, staff needs, and each individual school's focus. During 2023-34, over 2,683 1:1 individual classroom trainings were provided by our Support Specialists and On Site Instructional Curriculum Coordinators using a "push-in" method to model and collaborate around instruction for staff and students. Additionally, they provided 607 small group instructional sessions where grade levels could meet and collaborate around state standards, instruction, and lesson planning.

Balanced literacy and math units incorporating social studies and science are being written. These units were designed to increase support for all teachers in grades TK-6. These units integrate Board adopted curriculum along with supplementary literature and non-fiction books, evidence-based practices, and 21st Century learning. The units include district-wide instructional supports such as Thinking Maps, Singapore math, cognitively guided instruction, Write from the Beginning and Beyond, Kagan cooperative strategies, etc. VESD has supported all students in grades TK-6 with a Chromebook at home and at school to support learning, research, and assessment. Technology is also being embedded into the units to support instruction and assessment.

Additionally, VESD has a program called the Peer Expertise Networking System (PENS) to serve the professional growth needs of all our teachers. The program is based on the philosophy that teachers can grow through quality time spent observing and collaborating with experienced teachers. New teachers have a PENS requirement; however, all teachers can request a PENS visit at any time. This has extended the learning opportunities to see instruction in action and build collegial collaboration and support.

The supports for collaboration between mentor teachers and staff who may need support, an intensive new teacher induction program, focused on-going professional development, 1:1 support for teachers on demand, site-specific training and coaching, and a comprehensive instructional support with curriculum units have helped to diminish the discrepancies that can exist between staff members.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

| Term                | Definition                                                                                                                                                                                                                                  |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ineffective teacher | An ineffective teacher is any of the following: <ul style="list-style-type: none"><li>An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li></ul> |

|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       | <ul style="list-style-type: none"> <li>• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)</li> <li>• An individual who holds no credential, permit, or authorization to teach in California.</li> </ul> <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> <li>• <b>Provisional Internship Permits,</b></li> <li>• <b>Short-Term Staff Permits</b></li> <li>• <b>Variable Term Waivers</b></li> </ul> <p><b>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</b></p> |
| Out-of-field teacher  | <p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> <li>• General Education Limited Assignment Permit (GELAP)</li> <li>• Special Education Limited Assignment Permit (SELAP)</li> <li>• <b>Short-Term Waivers</b></li> <li>• <b>Emergency English Learner or Bilingual Authorization Permits</b></li> </ul> <p><b>Local Assignment Options</b> (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>             |
| Inexperienced Teacher | A teacher who has two or fewer years of teaching experience.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Minority Student      | A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Low-Income Student    | A student who is eligible to receive Free or Reduced-Price Meals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

VESD sets aside 1% of the Title I funds at the district level to support parent and family engagement. Title I funds are used to increase the capacity of parents to fully participate as equals in the educational program of students through educational conferences, materials, and other parent trainings. The methodology in which parents are involved in the planning and decision making were described extensively above (under Strategy) and include regular participation in on-going committee meetings at both the site and district level along with being surveyed annually. As a result of these feedback cycles, our Family Resource Center (FRC) was developed. The FRC has a computer lab for parents to use for filling out applications, completing research, and taking classes to become more proficient in technology. The FRC also hosts classes on family wellness (health through food and exercise), Spanish classes, English classes, parenting classes, and curriculum classes to help them better understand the California state standards and instructional shifts. Translation devices and/or translators have been used at district trainings and made available at the site level to increase customer service and support families having access to the information they need. All communications with parents are translated or interpreted as required by law into the primary language of families. Over the past three years, we have created mini satellite FRCs at 8 of our school sites in order to provide families more access to resources.

This is the 4th year of our Child Welfare and Attendance Liaison (CWAL) team initiative. There are 8 liaisons and a supervisor who are dedicated to conducting home visits, collaborating with school sites around attendance, and supporting families to engage in attending school. The CWAL team visits all new TK/K families each school year and provide them a book and information about attendance. The team provides resources to families in need, connects them to agencies of support in the community, and celebrates attendance with positive home visits.

To meet this requirement, LEAs must provide a description of the following:

**ESSA Section 1112(b)(3):** how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

**ESSA Section 1112(b)(7):** the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

School sites are also required to set aside 1% of their Title I funds to support parent and family engagement. The methodology used to involve parents in site specific planning is noted above (under Strategy and Alignment). Based on stakeholder feedback, a plan is written in each school site's SPSA and approved by the SSC. Parent outreach at school sites include curriculum meetings for parents to better understand the California state standards and instructional shifts, classroom walk throughs, parent-staff meetings for collaboration and planning, parent conferences, and student-led performances aligned to state standards.

## **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.

VESD operates under schoolwide programs (not targeted support programs) for our neglected or delinquent children.

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.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

VESD is a K-6 school district, therefore, the rate of delinquent students is minimal. We average 0 to 1 delinquent students per year. For the 23-24 school year, our District had zero reported delinquent students. For those students who are delinquent, we work closely with the county to ensure records are expedited in order to support the student's education. Upon release from incarceration, the county informs the District, and we immediately process enrollment to Community Day School or one of our District schools. Close follow up, implementation of counseling (if applicable), support, and progress monitoring are provided to the student and their family.

VESD supports neglected students by funding four full time School Resource Officers. When a student is removed from a home due to neglect, Pupil Services Department works with the officers and Child Family Services to maintain stable enrollment for the children if they move into foster care or kinship. Pupil Services has staff designated to coordinate transportation, counseling, and communication with the school administrator and staff (along with the foster family) to maintain consistency and on-going support for the child. Every effort is made to support the student with a familiar setting including the school, teachers, principal, and services such as counseling. In the event the neglected child is not able to remain at their home school, our department communicates with the new school to ensure a smooth transition and offer support and guidance. Each school psychologist designated to each site is trained annually on the law and how to best support foster and/or homeless youth.

Both of the supports noted above for neglected or delinquent students include supplemental staff, materials, and supplies primarily focused on improving outcomes for low-income students to improve the overall educational program.

## **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.).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Annual training is conducted for office staff, school psychologists, and administrative staff to ensure homeless children and youth have access to the education and other services that are needed to ensure all students are successful. Enrollment, lunch applications, and transportation are expedited immediately for all students identified as homeless. In addition, the district works to ensure stability for homeless students by working with the family to keep the student in the attendance area, and at the same school site, where they were previously located. Pupil Services and the Family Resource Center coordinate with County and local service agencies to support the needs the students and families may have in the area of shelter, education, food, and medical needs. To further support the enrollment, attendance, and success of homeless children and youths the district utilizes funds to provide school supplies and other items/services in coordination with the services provided under the McKinney-Vento Homeless Assistance Act to allow children and youths to participate fully in school activities.

## **Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), 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.

N/A – VESD does not use Title I funds to provide transitions or early childhood programs.

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.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A – VESD does not use Title I funds to provide transitional programs.

## **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.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Funds are not utilized to identify or serve gifted and talented students.

Site-based library programs are supported by these funds and are planned for in each individual SPSA. These programs support digital literacy skills and improve academic achievement through access to instruction in the library and supplemental literature and/or non-fiction reading selections to enhance curriculum and the state standards.

## **TITLE I, PART D**

### **Description of Program** ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A – VESD does not participate in Title I, Part D funding.

### **Formal Agreements** ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A – VESD does not participate in Title I, Part D funding.

### **Comparable Education Program** ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A – VESD does not participate in Title I, Part D funding.

### **Successful Transitions** ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A – VESD does not participate in Title I, Part D funding.

### **Educational Needs** ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A – VESD does not participate in Title I, Part D funding.

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A – VESD does not participate in Title I, Part D funding.

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A – VESD does not participate in Title I, Part D funding.

**Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A – VESD does not participate in Title I, Part D funding.

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A – VESD does not participate in Title I, Part D funding.

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A – VESD does not participate in Title I, Part D funding.

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A – VESD does not participate in Title I, Part D funding.

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A – VESD does not participate in Title I, Part D funding.

## **TITLE II, PART A**

### **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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

##### **Address these questions:**

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The VESD Educational Services team provides effective and continual professional development. The Support Specialists and OSICCs provide support to all grade levels TK-6 and across all curricular areas as our staff are all credentialed under multiple-subjects. The team is trained to deliver high quality professional development reaching all staff, including administrators and support personnel. The model used to support and build capacity for our staff was extensively described above under Title I, Part A – Educator Equality.

Our administrators receive on-going instruction and support as lead learners. VESD leaders go through an onboarding process that includes extensive training in NISL. They meet monthly as a team with Cabinet to review goals and data noted in their SPSA, and to receive coaching and training to support instructional leadership at their sites. These opportunities provide time for data review and sharing of best practices along with professional development. Site administrators also seek individual professional development opportunities based on their own needs, the site focus, and growth areas.

Annually, certificated and classified staff district-wide are surveyed on the following questions:

1. My work environment is safe, clean, and well-maintained. (91.16% agree/strongly agree)
2. I have the tools (equipment, materials, supplies) that are required to do my job. (96.59% agree/strongly agree)
3. I have the training that is required to do my job. (96.85% agree/strongly agree)

### **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 these questions:**

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Victor Elementary School District (VESD) has 1 school in Comprehensive Support and Improvement (CSI)- Mojave Vista Elementary. Mojave Vista was identified due to their low ELA, Math, English Learner Progress, and Suspension results. Resource inequities were identified in the Mojave Vista school site plan. Stakeholders were able to review the resource inequities and determine root causes. Funding was provided per pupil to address resource inequities.

VESD has collaborated with Mojave Vista in the development of their SPSSA and CSI plan. A needs assessment was conducted using the results from the California School Dashboard in suspensions, CAASPP math, CAASPP ELA, and ELPAC. Site-based leading indicators and district benchmarks were also analyzed. VESD supported schools in identifying resource inequities through collaborative meetings and data analysis support, including attending County Office of Education CSI meetings. The district supported the examination of resource inequities through analysis of data at both the district and site level including results, achievement gaps, disproportionality by subgroups, and expenditures. Once Mojave Vista identified their resource inequities, they were written into the site plan which was then taken to the Board of VESD for approval. The site-based needs assessments were conducted with parents and staff during ELAC meetings, School Site Council meetings, Principal meetings, and staff meetings. Additional input was gathered from students, parents, and staff from annual surveys. Our Superintendent conducts student collaboration and feedback meetings at each site. This information was also shared with stakeholders. Mojave Vista ensured stakeholders provided input on the plan by reviewing the results and making recommendations on the SPSSA and CSI plan. The principal of Mojave Vista meets monthly with the Assistant Superintendent of Educational Services to develop, review, and refine the plan. During these meetings, potential service providers were vetted along with supports that are evidence-based, and information was communicated back out with stakeholders. Resource inequities were discussed and addressed through the CSI plan by reviewing expenditures, training, and outcomes that address their sites' particular needs. To ensure that evidence based interventions were used, Mojave Vista had to generate a proposal and research programs, tools, etc. including the research and results behind them. These proposals were reviewed by Cabinet ensuring that they align with our Board policy and administrative regulations for the use of external providers when necessary and that they were aligned to the needs of each school.

VESD does not utilize Title II funding for professional development specific to CSI/ATSI schools.

## **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.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

#### **Address these questions:**

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
  - a. Teachers
  - b. Principals and other school leaders
  - c. Paraprofessionals (including organizations representing such individuals)
  - d. Specialized instructional support personnel
  - e. Charter school leaders (in a local educational agency that has charter schools)
  - f. Parents
  - g. Community partners
  - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The district has systems in place to collect and disaggregate data that include both state and district formative and summative assessments. Sites are supported in the data collection and review of site-based assessments as well. The data collected is used to monitor and evaluate the degree of implementation of professional development and instruction of the California state standards. Through regular, ongoing consultation each month of all educational partners, the data is shared and discussed to determine how best to improve the activities for maximum effect on student achievement. An annual survey collects feedback from families, students, and staff to assist in determining the effectiveness of the entire educational program, including those supplemental programs and activities funded through Title I, Title II, and Title III. Meeting minutes are sent to our district from each monthly meeting to update all educational partners.

Monthly monitoring meetings with Cabinet and the site principal will be conducted for the entire year. At these meetings we will review progress monitoring results to address inequities, their SPSA and CSI plans, and budget. Cabinet will continue to collaborate with the sites' MTSS team and conduct walk throughs to ensure alignment with the SPSA and CSI plans is evident. Squad leader visits that include SPSA and CSI plan reviews and class walk throughs take place monthly. Cabinet collection of leading indicator data from the site will take place monthly. This data will include the site's MTSS team findings and plans for next steps. VESD has adopted running record benchmarks (based on the program that the CSI school is using) in reading that will provide on-going progress monitoring throughout the year. Teachers will share results of running records on a regular basis with students and parents to provide specific feedback for improvement. The Squad leader, Cabinet, School Site Council, stakeholders, and staff will review the site data monthly to determine the effectiveness of the guided reading program and address resource inequities. Trimesterly reviews of the CSI plan and SPSA occur with the 2024 Local Control Accountability Plan for stakeholders including a data analysis, progress monitoring, and review of resource inequities. At this time, the site team then take the recommendations from the stakeholders and can make adjustments to the plans.

## TITLE III, PART A

### 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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

VESD provides professional development to promote continual learning around integrated and designated instruction for our English Learners (ELs). Based on our data analysis of the CA Dashboard (ELPAC and SBAC), reclassification data, the state-provided needs assessment tool, DELAC input, and parent and teacher surveys, there is a need to augment current integrated and designated ELD instruction by targeting oral language development and writing instruction across all content areas and expand Long Term English Learner (LTEL) professional development and curriculum to target the specific needs of LTEL students.

Professional development that has resulted for our staff and parents to better support ELs as a result of the input noted above includes:

- Supporting full implementation of the adopted ELA/ELD standards and training on them for staff and parents.
- Training for staff and parents on understanding the ELPAC and instructional shifts necessary to support this form of assessment.
- Training on Pathways to Proficiency (Thinking Maps with a focus on ELD) for all staff to increase support of students by rehearsing oral language, organizing thoughts, and learning to construct written responses from them.
- Professional development on the CA Dashboard and ELPAC to understand and analyze the data to better support instructional needs.
- ELA/ELD units being written to enforce the use of Pathways to Proficiency for student instruction in organizing thinking and writing as a supplement to the adopted core curriculum through integrated and designated instruction.
- Continued use of Support Specialists and OSICCs (noted above under Title I, Part A – Educator Equality) throughout each school year to support supplemental 1:1 or small group planning for integrated and/or designated instruction. Support the effective and consistent use and application of all professional development training with active classroom coaching.
- Training instructional staff on collaborative structures to promote language fluency and thought to text processing.

The purpose of the professional development is to ensure it contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources. This is monitored annually through the CA Dashboard, ELPAC, and our internal monitoring system of ELs and reclassifications. By supporting educators' expertise, VESD will continue to increase students' capacity to learn and thrive as they work to become bilingual and apply the knowledge across content areas both within school and in their broader communities.

## 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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A – VESD does not receive funding for immigrant students under Title III.

## Title III Programs and Activities

ESSA SECTIONS 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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
  - are focused on English learners and consistent with the purposes of Title III;
  - enhance the core program; and
  - are supplemental to all other funding sources for which the LEA is eligible.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Feedback and input for the programs and activities supported through Title III funding are noted above under Strategy and Title III Professional Development. Stakeholders included in these feedback cycles include teachers, administrators, parents, students, community members, para professionals, and other support personnel. In order to reach stakeholders, meetings are held at various times throughout the day (including some evenings) and surveys can be taken at the school sites, at home, or at our Family Resource Center to ensure we are able to hear the feedback. Using the information received from these feedback cycles and data, VESD develops a plan for needed supplemental programs and activities to support our EL students.

Aside from the professional development VESD has provided to our staff (noted above under Title III Professional Development), our families have specifically requested courses in acquiring English for adults, supporting the emotional needs of their children, and classes to learn about specific educational shifts that they can support at home. As a result, the following courses are a sample of what has been developed at our Family Resource Center:

- English Level 1 and 2
- Mastermind Leadership Series
- “Ganando el Juego de la Vida” (parenting class to enhance emotional support of their children, self, and family)
- Spanish workshops focused on bullying, depression, etc.
- Bilingual storytime focusing on modeling reading aloud and engaging children
- Citizenship

Data shows that our classes are normally at capacity, and we maintain a waiting list for parents to access them. As a result of parent feedback, we are maintaining 8 mini-satellite FRCs and holding classes at school sites as well. This makes the information more readily available to families.

Based on feedback, VESD also modified the structure of our DELAC. Parents who attended DELAC reported that they enjoyed learning, collaborating, and giving input. However, they also shared that they were uncomfortable leading their site ELACs and sharing all the information. After much planning with our DELAC parents, we agreed that sites could send up to five DELAC representatives each month. This allowed them to take a team approach to the information and

training. As a result, DELAC consistently has 20-30 team members at each meeting with daycare provided. Also, ELACs have grown at the site level, because the DELAC team feels more confident planning and sharing information. VESD has maintained this structure for several years and parents are taking stronger leadership roles in supporting other parents as a result. Parents are leading courses at the FRC, school sites, and in the community.

Aside from the trainings offered at the FRC, parent feedback showed that parents would like specific training during DELAC that supports the training that staff are receiving as well as opportunities to observe student learning in action. As a result, each DELAC meeting has a specific focus that mirrors the instructional staff professional development. Topics have included career curriculum, 21st Century learning, math as a language, Thinking Maps, Google classroom, and the ELPAC. Parents have reported that it has increased communication with staff when they better understand the instructional shifts and how to support them. VESD has also invited our DELAC parents to join in events like Robotics and our Annual Maintenance and Operations Career Days where the parents get to experience learning opportunities with the students.

VESD received extensive feedback from educational partners regarding socio-emotional supports. As a result, each school site has a school psychologist. VESD will strengthen its' MTSS model to effectively address the needs of English learner students through multi-tiered interventions that address language acquisition needs, behavioral needs, and academic deficits. Professional development centered around trauma informed practices is being planned to support staff, students, and families.

## **English Proficiency and Academic Achievement**

ESSA SECTIONS 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.

Complete responses will:

- 1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
- 2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

VESD trained all staff on the CA Dashboard in order for them to better understand the accountability system for ELs. With a focus on the assessment for ELs (ELPAC), our Educational Services team is developing a high leverage strategies training that will supplement and support the core curriculum, showing staff how the ELA/ELD standards and the ELPAC assessment align. Staff are required to review all EL student data at the beginning of the year and ensure appropriate planning of integrated and designated instruction in their lesson plans. The instruction is monitored by site administrators who review the lesson plans and complete regular walk-throughs to observe instruction. Data review cycles have been calendared into staff collaboration time throughout the year across the entire district. During this time, staff will review and monitor student outcomes and progress. Time will be used to modify instruction and/or seek additional supports to address student needs.

Each year, every student identified as an EL is monitored within VESD. The site administrator, teacher, bilingual aide, and parent meet to review the student's academic growth based on classroom documentation and work samples, site-based assessments, district-wide interim assessments, and summative assessments (ELPAC and SBAC) from the state. Decisions and plans for each student are made by the team as a result of each child's individual needs. Documentation of each of these meetings is recorded and sent to Educational Services. The Educational Services team records all information in our student data base and ensures alignment of the data with the state system (CALPADS). This process has ensured that our EL students are continuously being monitored. Once students are reclassified, a similar system is used to monitor them and provide on-going supports. Since VESD is a TK-6 district, the system is focused and easy to monitor.

Each site in VESD will work with staff, parents, and students to analyze the effectiveness of their site EL program as delineated in their SPSA. The review and monitoring of the program will be detailed in the feedback portion of the SPSA. Cabinet conducts regular site visits and walk-throughs. The team will review progress as noted in the SPSA and other data sources and incorporate walk through information for planning next steps with each school site.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

**Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)**

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.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
  - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

VESD has increased its ability to provide all students with a well-rounded education. VESD, in collaboration with Alder Graduate School, participates in a teacher residency program with key components focused on SEL and a well-rounded classroom to support student needs. VESD also partners with Care Solace for counseling supports, the WAVE program to support leadership characteristics in students, the City of Victorville for our Public Works event, and Think Together for after school enrichment.

Activities related to support a well rounded education for our students include Junior Olympics, Maintenance and Operations Days, and Career Fair.

Activities related to support safe and healthy students include calming corners, SEL supports, and peaceful playgrounds.

Activities related to support the effective use of technology for our students include our Robotics Program and district-wide competition.

## Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

### Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

The number of Careers Portfolios indicates the level of engagement with the careers curriculum.  
The number of Careers Portfolio submissions in 2023-24: 2,601

Student attendance is a measurement showing student engagement in school. Well rounded students attend school regularly.  
Attendance Rate in 2023-24: 90.43%

What activities will be included within the support for a well-rounded education?

The VESD Mission, Vision, and Board Goals all believe in the need to provide a well-rounded education to foster engagement and allow students to reach their full potential. For well rounded students since 2008, VESD provides a TK-6 careers curriculum, aligned to state standards, with a culminating Career Fair to students and families to showcase projects of student interest to further educate and empower families to plan for a successful future. Providing access to the curriculum, materials, and securing a venue is a critical component to ensuring our students have this opportunity to enhance a well rounded educational experience and support the Steps to College Initiative of our state superintendent.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The number of careers submissions and feedback from participating teachers drive needed revisions in the program and culminating Career Fair. This quantitative and qualitative data, respectively, will influence cyclical planning and funding to enhance the program. Career submissions are evaluated to ensure they meet grade level requirements aligned to state standards .

### Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

The VESD SEL Screener is administered three times per year and measures student connectedness to school and social-and emotional well being.  
2023-24  
3.6% Tier III  
9.7% Tier II

What activities will be included within the support for safety and health of students?

VESD provides training in SEL, trauma informed practices, and classroom management. Psychologists are at each school site to support counseling, interventions, and classroom trauma informed practices.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The SEL Screener helps determine the need to increase services for small group counseling and potentially adjust staffing during lunch and recess time as needed. Counseling and intervention groups are also adjusted three times per year to meet the needs of students identified as high risk. Teachers and school personnel continue to build capacity and collective efficacy with strategies.

### **Effective Use of Technology (ESSA Section 4109)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

The number of sites participating in the Robotics Competition directly project the engagement of sites and student interest in this field of technology. Our goal is to have all 16 VESD sites participate.

Number of sites participating in 2023 : 11

Number of sites participating in 2024 : 14

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

The VESD Robotics Program enables students to learn and apply 21st Century Skills and engage in a hands on learning experience. Materials for robotics are frequently updated to ensure new arenas and games for the competition are up to date. Securing the location for the Robotics Competition, in tandem with multimedia needed for families and staff across the district to view the event, are needed components for a successful competition.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The participation in the Robotics Competition determines the potential need to increase the number of supplies, time for program operation, and location venue for the annual event.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

January 2025

Title IV, Part A Program  
Rural Education and Student Support Office  
California Department of Education  
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education  
February 2022