

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 district has chosen to apply federal funds to the following areas:

Silver Valley Unified School District will provide its teachers professional development in the area of ELA, specifically in writing and reading comprehension. An outside provider will work with individual and groups of teachers to improve student writing skills and reading comprehension through coaching, model lessons and professional learning community meetings. The PD will also assist teachers in developing and effectively using rubrics to grade student writing assignments. Math PD will focus on highly effective instructional strategies. An outside provider will conduct training sessions with all math teachers, K-8, provide model lessons and coaching and will also provide 3 hours a month of virtual coaching to math teachers. Site administrators will also receive training and professional development with an outside provider who coach and support them, based on their professional standards and aligned to the district LCAP. This PD will be in the form of at least 4 one-on-one meetings at the sites and monthly phone calls and emails to ensure they are striving to meet SPSA and LCAP goals. To assist students in our high schools who have fallen behind, need extra assistance and help, graduate on time, the district will purchase student licenses with APEX Learning to allow them to get more individualized help from the teacher and make up lost credits so they can graduate on time. We will also use Title I funds to pay for two full-time counselors at our middle schools. These counselors will be on hand to help students who need social/emotional support in both individual and/or group settings. Using programs like “Why Try” and “Second Step” will be the foundation for this instruction. To assist in gathering behavior data, we will use Title I funds to partially pay for the cost of Tableau, a data dashboard that imports data from our SIS regarding behavior, grades and attendance. This data is used to assist administrators, counselors and teachers in determining what interventions are needed for students.

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.

The district has purposely aligned our district strategic plan with our LCAP to promote student success. The goals of our strategic plan and LCAP take the following measures to achieve its goals: Goal 1 Action 1: Implement Common Core State Standards that improve student achievement by providing high quality professional development for classroom teachers, principals, administrators, and other school and community based personnel. PD will be for ELA, math and social/emotional learning as described above. Goal 1 Action 2: Support for preschool students attending Colin Powell County Preschool Program at Fort Irwin National Training Center in the form of nutritional services, tuition assistance and educator salary. It is important that students are provided the proper readiness skills, academically and behaviorally, before attending our TK/K program. Goal 2 Action 1: Train all certificated staff in Tableau Data System to track student achievement, attendance and discipline. Training on using Tableau occurs at the beginning of the school year for all staff. During site PLC meetings staff will discuss the information they use in Tableau and site administrators will ensure that additional training will be offered periodically throughout the year to the whole staff and individuals as needed. Goal 2 Action 2: Maintain district technology devices at all sites. At the beginning of the school year, new teachers and staff members are provided with training on our district technology, special education and Rtl procedures. This training is provided by the district Technology Department and Educational Services Department. Follow-up training is offered throughout the year. Goal 3 Action 3: Counseling services district-wide. Counselors will work with individual and groups of students based on their specific needs. They will use the “Why Try” and “Second Step” curriculum to help students progress and meet their goals. Counselors will

also be trained in and assist in developing behavior support plans for students whose needs are not being met by Tier I interventions at the sites. Goal 4 Action 4: SVUSD will provide beginning teachers with a fully paid induction program to support them and mentor them. Teachers who have not cleared their California Teaching Credential shall be provided with a mentor teacher at the beginning of the school year. This mentor teacher will provide assistance as they move through the induction process, mentoring and coaching in instructional strategies, classroom management, and any other areas of need. Induction teachers are in the program for two years, until they finish all necessary work to clear their credential.

ESSA Provisions Not Addressed in the LCAP

Title I , Part A

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.

Silver Valley USD is a small rural district. Many of the students who meet the criteria of low-income or minority attend schools that are taught by our most senior/veteran, fully credentialed teachers. SVUSD also hires many military spouses whose husband or wife serves at the National Training Center, Fort Irwin, or the Marine Corps Logistics Base, Barstow. These teachers generally come in with many years of service under their belts, even if they are not fully credentialed in the state of California. With that being said, all teachers who enter the district who are working towards a clear California credential, are provided a mentor through the induction program that is fully funded by the district. New teachers are provided a robust professional development program to ensure they have the necessary skills to work with our student population. This professional development includes training in effective math instructional strategies, writing and reading comprehension training and social/emotional learning. Site and district PLC meetings are held on a regular basis that allows for veteran and new teachers to share effective instructional and classroom management strategies, share and review data, ask questions, and get opportunities to model strategies.

Parent and Family Engagement

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

Describe how the LEA will carry out its responsibilities under Section 1111(d).

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

ESSA Section 1112(b)(3): N/A

ESSA Section 1112(b)(7): Parent engagement and involvement happens at all levels of the district. The most relevant engagement is at the site level. Parents are encouraged and invited to be involved in the site's PTO, School Site Council, English Learner Advisory Committee (where applicable), district strategic planning and site strategic planning teams. Throughout the year these various meetings are held and parent input is sought to help shape and direct school resources. Parents are also asked to work with sites to give input on the

school's vision and mission through the site strategic planning process. Each year the individual sites invite parents and students to come and give feedback on the past year's progress and input into the next steps the sites will take to meet the needs of all students. These meetings inform the district strategic planning meetings, held twice a year, to ensure the overall goals of the district are being met. Training takes place throughout the school year.

The school sites also hold various parent/family nights throughout the year to help parents with Common Core Standards, technology, STEM, and PBIS strategies that are specific to each site. Sites will also use parent input when planning family nights to meet a specific need. Those nights are usually offered one time unless there is a request for follow-up information/training. Various materials and resources are shared with the parents at these meetings. Parents are also encouraged, throughout the year, to be actively engaged as partners with their children's teachers and administrators.

The school sites also engage parents through the student study team process and parent teacher conferences. Parents are invited to come and work with the school site team to provide support and resources for the student both at school and at home. Parents are invited to log on to our student information system through the parent portal so they can also monitor their student's progress towards meeting standards.

Joint parent/district engagement development will take place at sites and during District Advisory Council meetings that take place between 4 and 5 times a year. DAC representatives will report to and from school site councils to review and give feedback to the current policy.

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.

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.

All schools in Silver Valley USD are required to submit a Single Plan for Student Achievement (SPSA) that is aligned with the district LCAP. Those plans must address how the site will use its funds for improving student academic achievement. Schools that receive Title I funding work cooperatively with their respective School Site Council and Site Strategic Planning team to review relevant data and prioritize supplemental services to help students meet grade level standards. These supplemental services are meant to support the district achieving its four LCAP Performance Goals. School sites use their Title I monies to pay for things like supplemental curriculum, classroom instructional aides and professional development in writing and/or math instructional strategies.

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.).

The Board of Trustees has adopted Board Policy/Administrative Regulation 6173 that addresses services provided to students identified as “Homeless”. These students have access to all programs and services for which they are eligible, parents are provided with meaningful opportunities to participate in the education of their child(ren); and transportation services. In case there is a dispute over enrollment, the student would be able to enroll in the school they have requested until the dispute is resolved. Students who qualify at “Homeless” students are allowed to enroll in school immediately. Title I funds are also set aside to provide students with basic personal necessities as needed to help assist them in maintaining regular school attendance. Site administrators, teachers and front office staff monitor the progress and status of students who are classified as “homeless” on a monthly basis to ensure their needs are being met. Regular communication between families and the site help ensure a student’s basic personal and educational needs are being met. At any time, a parent, administrator or teacher can call an SST meeting to address any issues a student may be having.

Student Transitions

ESSA Sections 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate the 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.

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.

Elementary, 5th grade, students take a field trip to the middle school which they will be attending and are given a tour of the campus. The students listen to presentations from middle school teachers, counselors, and administrators about the opportunities available to them in the form of electives, clubs and after school activities. The middle school staff will also go over PBIS expectations as a preview of what is expected of them as they move into middle school.

Middle school students transitioning to the high school are also provided with an opportunity to visit the high school. They are given a tour and presentations by the counselor, teachers, principals, and other students are given to inform students of the opportunities available to them. We offer concurrent enrollment in our high school and our alternative education program for students who need additional support provided in a smaller environment while attending elective classes at the high school.

Our high school students have opportunities to meet with counselors/staff from Barstow Community College (BCC) to get an orientation about the classes and opportunities offered through BCC. Also, high school students have the opportunity to be concurrently enrolled in Barstow Community College.

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.

(A) The school district believes that strategies used for addressing the needs of gifted and talented students are good for all students and keep this in mind when scheduling professional development and work with outside contractors to include strategies that benefit gifted and talented students, but all students.

(B) All school libraries/media centers are equipped with various print materials and technology to allow students to access information, conduct research and work on projects as deemed by their respective teachers. At the beginning of the school year all students will go to the school library to learn how to access materials, do research, and find books. This training is provided by both the school media clerk and classroom teacher. As new students come in, they will also receive this instruction and support.

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.

Teachers are provided with many different supports and trainings throughout the school year that include but are not limited to: Induction mentoring for all teachers who qualify; all new K-5 teachers, and any veteran teacher who requests it, receive training in Singapore Math strategies for number sense, model drawing, and fractions and in reading and writing; In-class coaching from consultants and site administrators in the areas of ELA, math and SEL. Teachers may attend trainings they feel will assist them in sharpening their skills. Local SELPA program and/or behavioral specialists provide training and support for individual or groups of teachers based on need in the areas of special education, PBIS, and SEL supports. District-wide and site grade level professional learning committee meetings to support teachers and share best practices. Teachers attend student monitoring conferences to discuss assessment data, interventions, best practices and goals for all students in their classes.

Site and district administrators and other district leaders are provided with different supports and training throughout the school year that include but are not limited to: Leadership coaching with contracted consultants to support teachers and district LCAP initiatives; Local SELPA program and/or behavioral specialists provide training and support to assist teachers; Training and coaching in Singapore Math strategies for number sense, model drawing, fractions and reading and writing strategies to support teachers; Conferences/workshops that will help in developing their leadership skills to support LCAP initiatives. Site administrators are assigned to leadership positions in areas they express interest in at the district level and mentored by district administration. Site and district administrators are also given opportunities to attend ACSA leadership academies.

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).

Silver Valley USD is a small rural district and funds are allocated to benefit all students throughout the district. The district has identified mathematics as an area of weakness in K-8 and 11th grade. All students have access to good first instruction. Sites will conduct student monitoring conferences between teachers and site administrators to review the most recent CAASPP scores in math, Smarter Balanced interim and block assessment scores, and the district adopted math curriculum assessments to discuss student needs and shifts in instruction and data contained on the California School Dashboard. Students who are identified as not meeting grade level standards will be provided with interventions during and after school.

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.

Silver Valley USD uses the most recent CAASPP scores in math and ELA, Smarter Balanced interim and block assessment scores, district adopted math and ELA curriculum assessments to discuss student needs and shifts in instruction and data contained on the California School Dashboard. Data is discussed in several arenas: site and district PLC meetings and site strategic planning meetings. The site strategic planning meetings engage all stakeholders to provide input and feedback to what is going on at the site level and specific to their needs.

Title III

N/A

TITLE IV, PART A

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Silver Valley USD's Title IV funds will be moved into Title II and will be used to provide additional professional development for teachers across curricular areas to provide a well-rounded education to students using data from local measures, CAASPP math and ELA, and feedback received from district and site strategic planning meetings. These dollars will also be used to support our district's Induction Program teachers and coaches to cover the costs of substitute teachers and mentor stipends. Professional development will specifically address effective math instructional strategies and reading comprehension and writing strategies for teachers in grades K-8th.