

Victor Valley Union High School District

Education Master Plan

2020-2030



Education

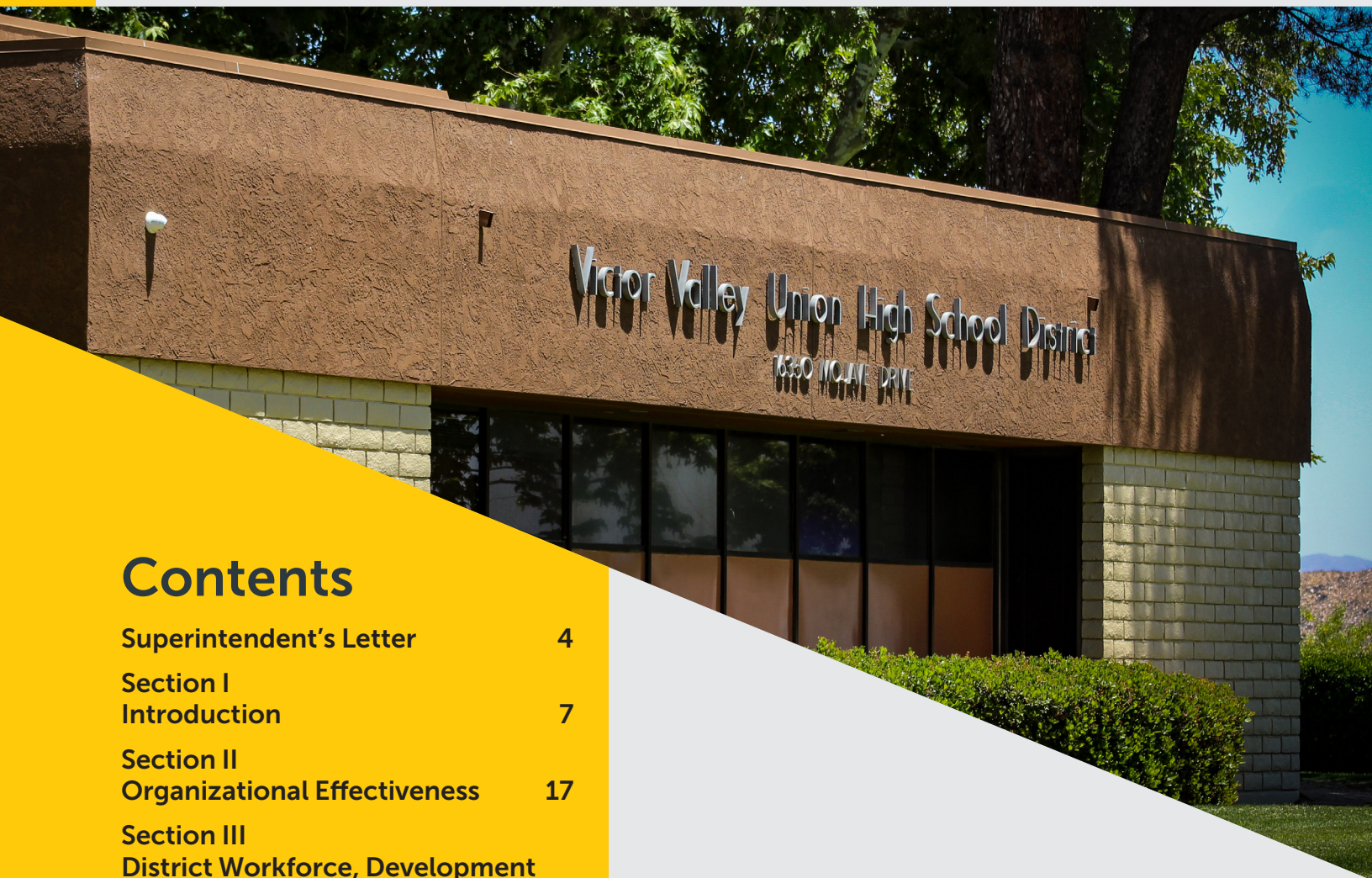
Redesigned
Redefined
Reimagined



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Education Redesigned Redefined Reimagined



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The strength of the team is each individual member. The strength of each member is the team."

- Phil Jackson

Superintendent's Letter

To Our Students, Families, District Colleagues, Community Members, Feeder Districts, and Partners:

I am particularly pleased to present to you the Victor Valley Union High School District (VVUHSD) Education Master Plan 2020-2030. The VVUHSD Education Master Plan 2020-2030 is an overarching plan, and our District Strategic Plan: Opening Doors 2020, along with other program funding and operational plans that guide our daily work, are aligned with it. It will guide us over the next ten years, and is informed by data about our students, schools, communities and the region.

The development of a master plan for our local school district is both trailblazing and historic. We took this step because we realized that world-class educational institutions and businesses do not limit themselves to meeting their immediate needs, but they secure their longevity by planning for the future. This plan is historic because it is the first ever Education Master Plan for VVUHSD, and remarkable because we worked on and completed the Education Master Plan during the COVID-19 pandemic.

This plan reflects the excellent collaboration, hard work and good will of the entire Victor Valley Union High School District community. I want to express my sincere thanks for your support and cooperation in bringing this plan to fruition.

Dr. Fal Asrani, Assistant Superintendent of Educational Services, Dr. Antoine Hawkins, Assistant Superintendent of Business Services, and Dr. Ramiro Rubalcaba, Assistant Superintendent of Human Resources, worked alongside me on the Education Master Plan Leadership Team. I want to thank them for their diligence and foresight in developing the plan.

I also want to thank Dr. Rose Owens-West, Director of Equity Projects at WestEd, for her guidance and facilitation in developing the Education Master Plan. She led the WestEd team that consisted of Malachy McCormick, Organization Development Program Associate, Christina Johnson, Quality Assurance Specialist, and Kimberly Mapoté, Operations Coordinator, who provided excellent and much needed support and assistance for this effort.

Dr. Ron Williams

Superintendent

Victor Valley Union High School District

Victor Valley Union High School District Education Master Plan 2020-2030

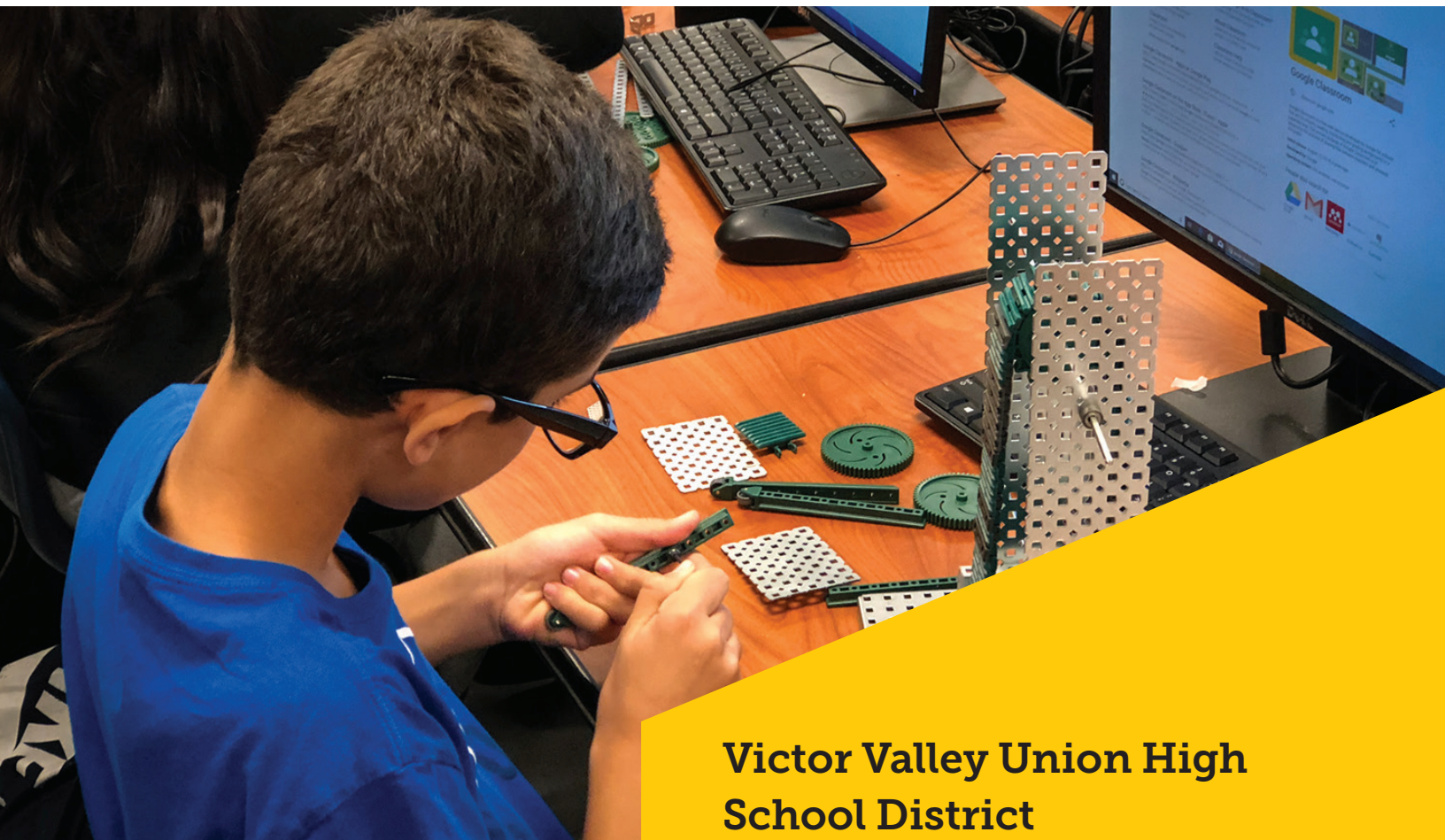
Goal

Victor Valley Union High School District will provide world class education for its students: preparing students for post-secondary education; preparing a workforce for the growing aerospace-technology and other industries in the region; and developing community members who will contribute positively to the quality of life in the Mojave High Desert Region of San Bernardino County.

The Education Master Plan was presented to the Victor Valley Union High School District Governing Board on July 1, 2021.



VVUHSD Education Master Plan Leadership Team Dr. Ron Williams (far right) Dr. Fal Asrani (right) Dr. Antonie Hawkins (left), and Dr. Ramiro Rubalcaba (far left) at Victor Valley High School graduation with Principal Nancy Noyer.



Robotics program student from Lakeview Leadership Academy.

Victor Valley Union High School District Mission Statement

As the unifying agent of our community, steeped in more than a century of commitment to student achievement, the Victor Valley Union High School District will provide students a high-quality education in a safe environment, cultivating skills necessary for success through the promotion of integrity, creativity and collaboration, inspiring them to reach their full potential and become productive global citizens.

Section I

Introduction

The Victor Valley Union High School District (VUHS) is an award-winning school district located in Southern California. It is the leading secondary education institution and a major employer serving the High Desert communities of Victorville, Adelanto and Oro Grande in the Mojave High Desert Region of San Bernardino County. VUHS was the first high school district in the region, established in 1915. Its flagship school, Victor Valley High School, was the area's only high school until 1967.

Currently, VUHS has three comprehensive high schools (Adelanto, Silverado and Victor Valley); two schools of choice (Cobalt Institute of Math and Science and University Preparatory School); one junior high school (Hook); one seventh through twelfth grade academy (Lakeview Leadership Academy); one virtual academy (Victor Valley Virtual Academy); one alternative school (Goodwill High School); and the Victor Valley Adult School.

VUHS serves approximately 11,000 students in grades seven through twelve. The district employs nearly 1,000 staff members, led by Superintendent Dr. Ron Williams, who has served in that role since 2014. The district is governed by a five-member Board of Trustees. A description of the district is included in Appendix A. The District Mission Statement reflects the district's significant role in the community.



VUHS has three comprehensive high schools (Adelanto, Silverado and Victor Valley); two schools of choice (Cobalt Institute of Math and Science and University Preparatory School); one junior high school (Hook); one seventh through twelfth grade academy (Lakeview Leadership Academy); one virtual academy (Victor Valley Virtual Academy); one alternative school (Goodwill High School); and the Victor Valley Adult School.



Silverado



High School

Pride of the Hawks

Silverado High School Graduation

Purpose of the VVUHSD Education Master Plan 2020-2030

The purpose of the VVUHSD Education Master Plan 2020-2030 (hereinafter referred to as the Education Master Plan) is to establish the direction and areas of focus the district will utilize to position itself as a world-class education institution, taking advantage of the opportunities and resources provided by the global community, even as the needs across the region change over the next decade. VVUHSD is a major contributor to the workforce in the Mojave High Desert Region, serving in dual roles of education institution and employer, preparing students for the future, and employing workers from the local communities.

The VVUHSD Education Master Plan 2020-2030 Goal Statement is as follows: Victor Valley Union High School District will provide world class education for its students: preparing students for post-

secondary education; preparing a workforce for the growing aerospace-technology and other industries in the region; and developing community members who will contribute positively to the quality of life in the Mojave High Desert Region of San Bernardino County.

The Education Master Plan reflects the district's commitment to ensure equity, innovative use of technology in administration, operations, teaching and learning, and to prepare all students to make optimal post-secondary choices for success in life, education and careers.

Equity for all students and employees.

Every student and employee will have the necessary access, support, and resources to benefit fully from their learning and employment regardless of their race, ethnicity, language, gender or gender expression, orientation or identification, economic status, ability, or religion.

Innovative applications of technology in all functions.

All staff will be responsible and accountable for adopting and using innovations in technology to ensure excellence, efficiency and effectiveness in all district functions, thereby maintaining VVUHSD as a world-class, advanced institution of education.

Post-secondary life, education and career preparation for students.

All employees will be responsible to prepare every student with the skills necessary to succeed in the post-secondary careers or educational pursuits of their choice.

VVUHSD Education Master Plan 2020-2030 Goal Statement

Victor Valley Union High School District will provide world class education for its students: preparing students for post-secondary education; preparing a workforce for the growing aerospace-technology and other industries in the region; and developing community members who will contribute positively to the quality of life in the Mojave High Desert Region of San Bernardino County.

An Innovative Approach

In order to maintain cutting-edge innovations, and in recognition of the rapid changes taking place in the Mojave High Desert Region, and ultimately, the changes in schooling and operations occasioned by the COVID-19 pandemic, VVUHSD undertook the task of developing a district master plan.

According to the World Bank, a master plan is a dynamic long-term planning document that provides a conceptual layout to guide future growth and development. Master planning is about making the connection between buildings, social settings and their surrounding environments. A master plan includes analysis, recommendations, and proposals for a site's population, economy, housing, transportation, community facilities and land use. It is based on public input, surveys, planning initiatives, existing development, physical characteristics, and social and economic conditions.¹

Few elementary and/or secondary school districts engage in long-range planning of this nature and so this is a trailblazing undertaking for the district. The planning process and the VVUHSD Education Master Plan align completely with the World Bank definition.

It is a long-range, comprehensive document reflecting data analysis, recommendations and projections about the region's population, economy, housing, and transportation that will serve as the district's blueprint for the next decade guiding institutional and program development at the district level.

In light of this, the Education Master Plan provides a foundation for addressing the needs of the civic and school communities in four key areas of focus.

Four Key Areas of Focus

- 1. STUDENT SUCCESS** Refers to the fulfillment of the VVUHSD Mission, and successful academic, career readiness and social outcomes for students.
- 2. ORGANIZATIONAL EFFECTIVENESS** Refers to the efficient and effective administration and operations of the district as a business and as an educational institution.
- 3. EDUCATION WORKFORCE DEVELOPMENT AND EFFECTIVENESS** Refers to the recruitment, hiring, training, advancement, and retention of highly qualified, diverse instructional leaders, faculty and staff to enhance district-wide capacity for excellence in all areas.
- 4. COMMUNITY PARTNERSHIP AND SERVICE** Refers to providing leadership and working in alliance with other businesses, institutions, agencies and organizations for the advancement and benefit of the communities and the region we serve.

¹ Rana Amirtahmasebi, Mariana Orloff and Sameh Wahba. Education Master Planning. World Bank. <https://urban-regeneration.worldbank.org/node/51>. Retrieved March 11, 2021.



Adelanto High School Graduation

“

**The future belongs to those
who believe in the beauty
of their dreams.”**

- Eleanor Roosevelt



Aligned District Plans

The VWUHS Education Master Plan 2020-2030 is the overarching, long-term plan in the system of aligned plans that govern district functions. The District Strategic Plan: Opening Doors 2020 is aligned with the Education Master Plan. Other aligned plans include the Perkins Plan, Local Control Accountability Plan (LCAP) revisions and program funding plans that describe the district's compliance, services, distribution, and application of federal and state funds.

Single site plans for achievement and department plans represent annual plans that guide operations for schools and district departments. Alignment was an important consideration during the development of each plan and for coherence and fidelity to the overall district mission.

The diagram illustrates the relationship and alignment between the plans.

Planning Process

In 2019, when district leaders began discussing revision of the district strategic plan, Superintendent Williams began to consider what additional steps might be needed to set the district's course over the longer term. Around this time, Dr. Fal Asrani joined the district as the Assistant Superintendent of Educational Services. In subsequent conversations, Dr. Williams and Dr. Asrani met with Dr. Rose Owens-West of WestEd to begin discussions about developing an education master plan to guide the district's growth and development for the next 10 years.

Dr. Williams appointed the following staff to join him to serve as the Education Master Plan Leadership Team: Dr. Fal Asrani, Assistant Superintendent of Educational Services, Dr. Antoine Hawkins, Assistant Superintendent of Business Services, and Dr. Ramiro Rubalcaba, Assistant Superintendent of Human Resources. Hereinafter, the Education Master Plan Leadership Team will be referred to as the Leadership Team.

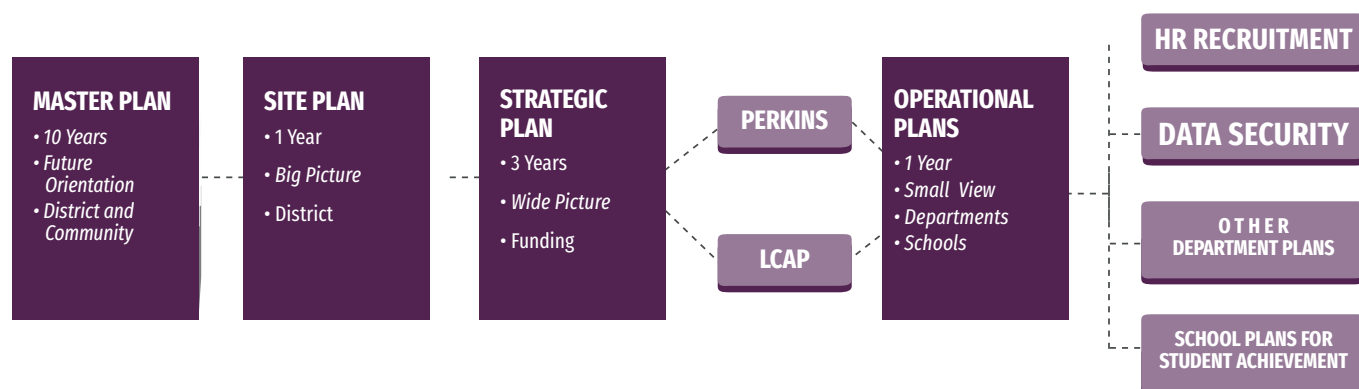


Figure 1. VWUHS Education Master Plan 2020-2030 Alignment

The initial steps involved establishing the process and schedule for developing the Education Master Plan to present to the VVUHSD Board of Trustees for review and approval. Once the Board approved the process and the development schedule, the Leadership Team and WestEd worked together to define the parameters of the Education Master Plan and to develop agreements about the goals, guiding principles and steps for gathering and reviewing data to form the plan, and to identify key stakeholders or partners with whom to engage as data sources and respondents.

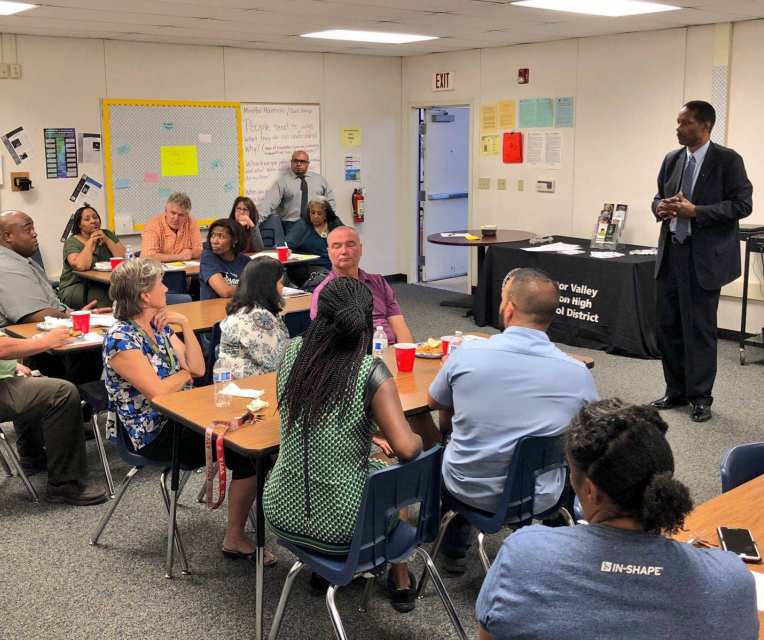
Over the course of the next 18 months, the Leadership Team engaged with stakeholders to obtain input to guide the development of the Education Master Plan. The Superintendent and members of the Leadership Team held listening sessions with various groups and surveyed students, staff, families and community members across the district to learn about their education priorities.

The Leadership Team met with business representatives to hear their ideas about economic growth and development across the Mojave High Desert Region. The Leadership Team also met with representatives from our feeder districts and Victor Valley College to discuss the educational and career preparation needs of the students and families they all serve. The Leadership Team reviewed numerous reports that included detailed census data and other projections for demographic shifts, the overall economy, housing developments, job markets and transportation for the Mojave High Desert Region.

After receiving input and reviewing the projections and information from these various sources, the Leadership Team identified key concepts and priorities to develop the Education Master Plan. The priorities established in the Education Master Plan will guide district decisions about growth, development and resource allocation for the next 10 years.

The district received responses from **323 staff, 982 parents, and 853 students totaling more than 2,000 responses**. These results, along with a variety of other data, informed the priorities and focus areas of the Education Master Plan.





Supper with the Superintendent VVUHS Superintendent Dr. Ron Williams meeting with parents, students, staff and community members throughout the school year at all district campuses.



The Leadership Team reviewed multiple sources of data to inform their decisions and set priorities. (DELAC pictured)

Information And Data Gathering

The Leadership Team gathered and reviewed quantitative and qualitative data, and other information from a variety of sources to inform the development of the Education Master Plan. Engaging with key stakeholders to gather information was an important consideration for the Leadership Team throughout the process. In the early stages of development, stakeholders were queried for their input to shape the Education Master Plan. During the final stages of development, stakeholders were queried for their feedback about the draft of the Education Master Plan.

Listening Sessions and Planning Meetings

The Leadership Team adapted the “Supper with the Superintendent” sessions as the first listening sessions to gather input for the Education Master Plan. Additional listening sessions involved students, families, union leaders, teachers and other employees from across the district, and community members.

Input Surveys

The Leadership Team administered a needs assessment survey to gather ideas from stakeholders about priorities for the next 10 years as input for the Education Master Plan. Stakeholders included students, parents—defined as biological parents, foster parents, legal guardians, or other adult caretakers—and staff.

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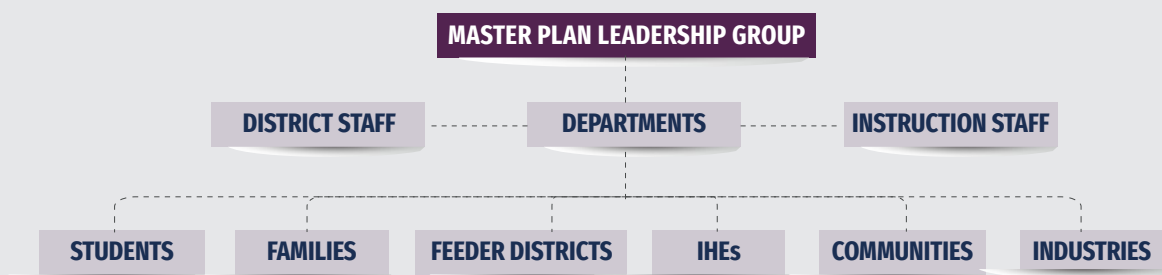


Figure 2 . VVUHSD Education Master Plan Stakeholder Groups

Partner Meetings

The Superintendent met with the Victor Valley College administrators to discuss the Victor Valley College Education Master Plan 2020. In addition, the Superintendent met with the Mountain Desert Economic Partnership (MDEP), leaders from local industries, and leaders of the feeder school districts. In all cases, he described the planning process, and elicited their input and support to develop the VVUHSD Education Master Plan.

The Leadership Team reviewed multiple sources of data to inform their decisions and set the priorities that are included in the Education Master Plan. A complete list of the data sources used to create the Education Master Plan is provided in Appendix B, and included the following:

Existing Reports, Victor Valley College's Educational Master Plan, and Needs Assessments including the MDEP annual reports, regional census data reports, and transportation data reports.

District data includes data from the Career Technical Education, Special Education, and Dual Enrollment programs, along with enrollment,

graduation and student transfer data, and a 2019 Program Needs Assessment conducted by district staff.

Regional data includes data on emerging industries, and housing, job market, economy, and transportation projections for the Mojave High Desert Region for the next decade.

Feedback from Stakeholders

As one of the final steps, the Leadership Team hosted a virtual meeting to obtain feedback from parents, community members and staff. The Superintendent gave a review of the detailed outline and key features of the draft Education Master Plan for all participants. Then the participants were divided into nine small work groups, and each group provided feedback and answered specific questions about the focus and priorities identified in the plan. The Leadership Team reviewed this feedback and incorporated it into the final version of the Education Master Plan.

Section II Organizational Effectiveness

Organizational effectiveness refers to the efficient and effective operations of the district both as a business and as an educational institution. Victor Valley Union High School District (VUHS) is an award-winning school district, receiving recognition in several areas for both outstanding governance and business operations. As a key priority for the next 10 years, the district will focus on enhancing the organizational effectiveness of the district and maintaining its track record.

This priority in the Education Master Plan reflects the district's commitment to ensure equity for all students and staff, innovative use of technology in administration, operations, teaching and learning, and to prepare all students to make optimal post-secondary choices for success in life, education, and careers.²



- ² **Equity for all students and employees:** Every student and employee will have the necessary access, support, and resources to benefit fully from their learning and employment regardless of their race, ethnicity, language, gender or gender expression, orientation or identification, economic status, ability, or religion.

Innovative applications of technology in all functions: All staff will be responsible and accountable for adopting and using innovations in technology to ensure excellence, efficiency and effectiveness in all district functions, thereby maintaining VUHS as a world-class, advanced institution of education.

Post-secondary life, education and career preparation for students: All employees will be responsible to prepare every student with the skills necessary to succeed in the post-secondary careers or educational pursuits of their choice.

RECENT AWARDS AND RECOGNITION

US NEWS AND WORLD REPORT 2021 BEST HIGH SCHOOLS 29th in California

VVUHSD has received numerous awards and recognition for excellence.



The most recent recognition was received on April 27, 2021 when U.S. News and World Report published their list of 2021 Best High Schools. University Preparatory School was ranked 29th in California and 227th in the nation.

CALIFORNIA PBIS COALITION POSITIVE SCHOOL CULTURE RECOGNITION

The district has been recognized for excellence with implementing various programs. Hook Junior High School, Silverado High School and Victor Valley High School were honored in 2020 for their efforts to maintain positive school culture during the COVID-19 pandemic. The three schools were among 40 in the region that were recognized by the California PBIS Coalition and the CAHELP Prevention and Intervention Team for their dedication to students and their positive impact on the community in response to COVID-19.

CSBA GOLDEN BELL AWARD

The CSBA Golden Bell Award promotes excellence in education and school board governance by recognizing outstanding programs and governance practices of school boards in school districts and county offices of education throughout California.

In 2019, VVUHSD received the California School Board Association (CSBA) Golden Bell Award for its Senior Transition Program at University Preparatory School, one of five such awardees in San Bernardino County.

Project Lead the Way Distinguished School

Cobalt Institute of Math and Science was recognized as a 2019-20 and 2020-21 Project Lead the Way Distinguished School.

TURNIP THE BEET-GOLD : OUTSTANDING SUMMER FOOD SERVICE AWARD

Also in 2019, the district's Nutrition Services Department was awarded the U.S. Department of Agriculture's National "Turnip the Beet" Gold Award for its outstanding Summer Food Service Program. VVUHSD was one of 15 districts selected nationwide to receive the Gold Level Award, and one of only three chosen from California.



In 2019, VVUHS received the (CSBA) Golden Bell Award for its Senior Transition Program at University Preparatory School, one of five such awardees in San Bernardino County.

In 2020, the California Department of Education awarded almost two million dollars to VVUHS for the Learning Communities for School Success Program (LCSSP). The district will use this grant to identify and implement effective, non-punitive practices to keep the most vulnerable students in school. The practices must align with the district's Local Control Accountability Plan.

VVUHS continues to be recognized for improvements in instructional programs such as the Small Learning Academies and Career Technical Education programs. The district also received high marks during reviews of state and federally-funded program reviews. For example, the district has recently restructured its special education program to ensure services for all students, specifically addressing racial disproportionality in the program.

Recent Innovations

VVUHS has also implemented several innovations to ensure effectiveness. VVUHS leadership initiated joint Executive Cabinet meetings with the local feeder districts. This has elevated attention to common issues across the districts and promotes joint problem-solving that benefits students and their families. In addition, VVUHS has also initiated an orientation-onboarding process to ease the enrollment process for students and their families, and to ensure that all students have the information they need to successfully transition into the district, get appropriate services, and develop their course schedules.

Most recently, the district has entered into several data-sharing agreements with neighboring districts and the Victor Valley College to enhance seamless transitions for students into our VVUHS schools and ultimately into the post-secondary system. The data sharing agreements have been particularly useful for building articulation in special education classes and services offered by the feeder districts and VVUHS.

Priorities for Enhancing Organizational Effectiveness

In order to sustain and extend excellence in all district business and instructional operations, VVUHSD will focus on development or improvement in five key areas over the next 10 years:

- Fund development
- District expansion through technological innovation
- District-wide use of data
- Feeder district/community agreements
- Capital improvements

Fund development. The administration and staff of VVUHSD will continue to take advantage of the many opportunities to secure funding and programs from federal, state, philanthropic and other private sources in order to enhance and expand instructional and extra-curricular programs for VVUHSD students, families and staff. To that end, the district will continue to build data-using capacities and grant application capacities to readily retrieve data to successfully compete for funding.

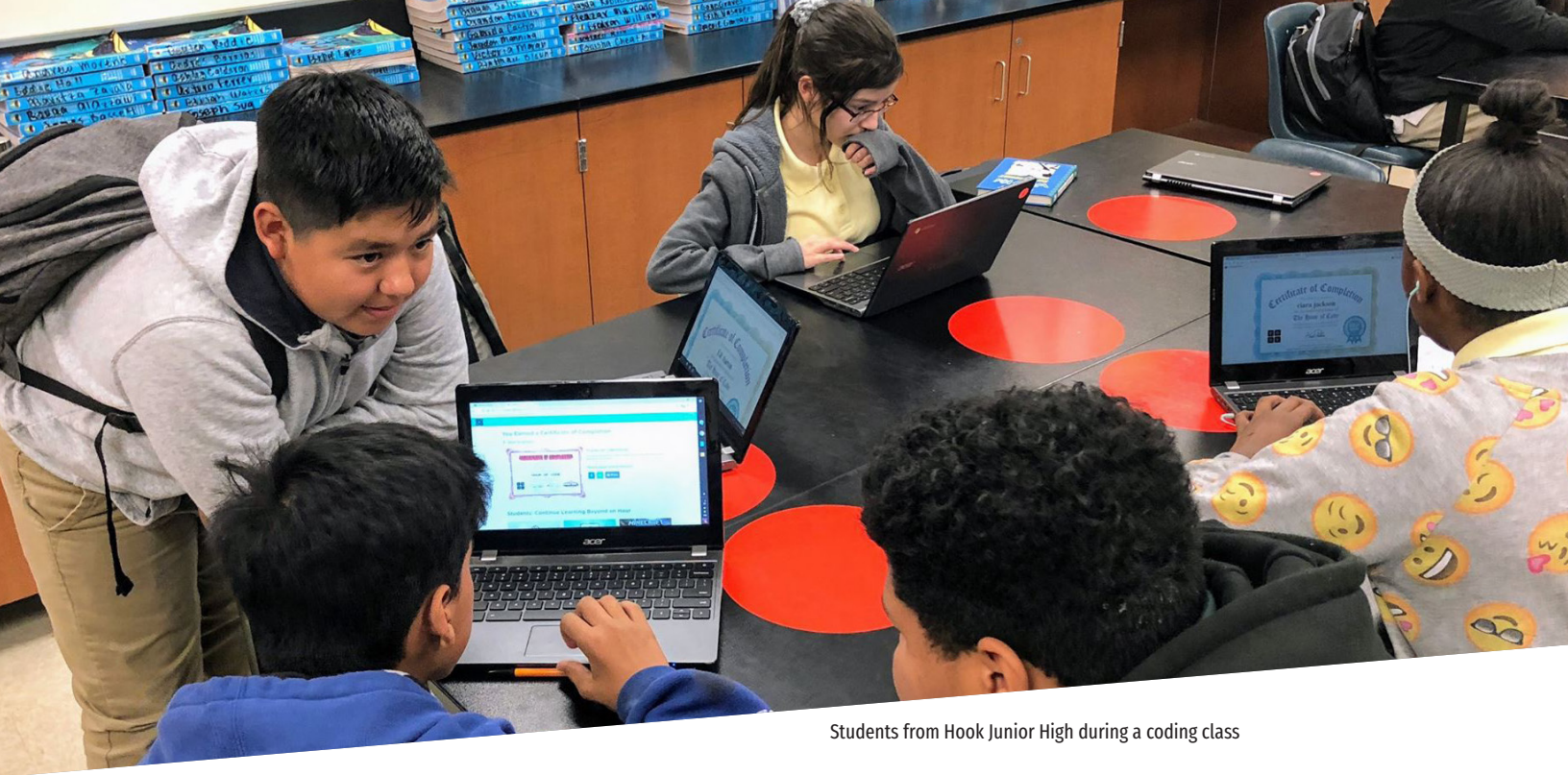
In order to maximize district capacity and to achieve world-class status for all operations, the district will need the support of the local communities and the region for additional funding. VVUHSD successfully implemented two bond drives, one in 1994 and again in 2008. During the next three years, the district will consider the feasibility of another bond campaign, to be implemented by 2024. The district administration will continue to pursue capital improvement funds as they are available from federal and state sources.

District expansion through technological advancement. Over the next decade, VVUHSD will need to extend its current boundaries beyond the limits of the brick and mortar system to take advantage of the business and instructional opportunities that the global community provides.

The expansion of technology in the areas of business operations will be for the purpose of improving our systems, through upgrading and adapting cutting edge technologies, including virtual reality and artificial intelligence technologies for administration, operations and instruction.

During the next three years, VVUHSD will focus on establishing partnerships with various businesses to enhance operations and expand the use of technology in our instructional programs, including enhancing technology-assisted instruction. VVUHSD will focus on learning about and using new technologies as content for both student learning and staff professional development.

During year one, VVUHSD will undertake an inventory to assess the technology needs of the district to develop and implement a business technology plan. The inventory and business technology plan will provide information about needs and options to address such things as data backup, data security and encryption, and connectivity of personal and district systems, to ensure that all systems employ cutting edge innovations and keep pace with changing district needs. Data expansion will also address collaboration platforms, installation of maker labs, expanding capacity for enhanced interactions, need for mixed virtual reality and live instructional programming, and protecting against data breaches.



Students from Hook Junior High during a coding class

District-wide use of data. VVUHSD leadership relies on multiple sources of data to inform decisions in all areas of governance, business and instructional programming. Going forward the district anticipates an even greater need for access to and interpretation of reliable data and to build a district-wide data-using culture for programmatic alignment and efficacy. All leaders and instructional and department staff will need to have proficiency with technology and data interpretation to guide decisions.

Best practices for 21st century data use promotes:

- Establishing clarity for the data management role and purpose by defining and advocating the role's vision, priorities and scope
- Prioritizing cultural change and fostering a data-driven orientation
- Applying asset management disciplines to select information assets and borrow ideas from other industries to obtain optimal use of data

Feeder district/community agreements. VVUHSD has built strong relationships with the feeder districts in the Victorville and Adelanto communities and the Special Education Local Plan Area (SELPA). However, building a P16 system will enhance services to all students and their families. Key considerations over the next 10 years will include strengthening the role of the inter-district liaisons. VVUHSD will collaborate and provide leadership with the feeder districts to respond to community needs including changing demographics and socio-economic conditions. VVUHSD will also expand the use of marketing studies and data to improve outreach and build public relations with the feeder districts, local communities, the region and the state.

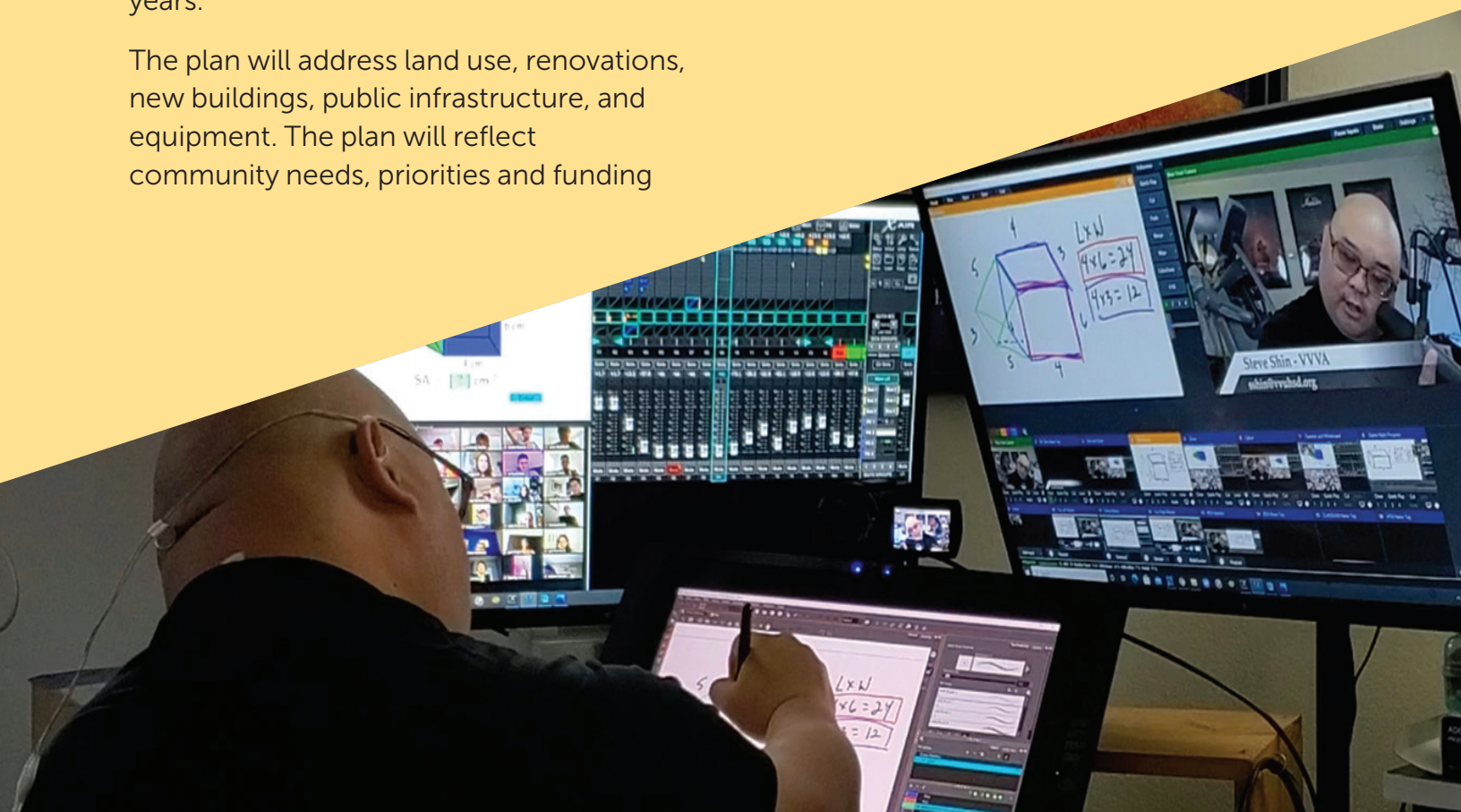
Key aspects of these agreements will be data sharing and communication provisions to stem declines in enrollment levels. These agreements also will ensure that students with disabilities who have Individual Education Plans (IEPs) receive continuous services, and that all students receive the support services they need.

Capital improvements. To ensure safety for students and staff, the district invested in ventilation system upgrades and hygiene stations throughout all schools and buildings. Other emerging needs will be driven by changing instruction programs, and the needs of the community. For example, expanded CTE programs will require fully equipped laboratories with up-to-date technologies and equipment, including computer systems and maker labs. Other equipment and furnishing needs that will be addressed include ergonomic furnishings for students and staff.

To respond to these needs, VVUHSD will need to improve infrastructure, renovate older properties, or build new facilities to accommodate changes in instruction, services and administrations. In light of this, by 2023 the district will complete a capital improvement plan to coordinate the location, timing and financing of capital improvements over the next six years.

The plan will address land use, renovations, new buildings, public infrastructure, and equipment. The plan will reflect community needs, priorities and funding

opportunities. Another aspect of the plan will focus on VVUHSD developing partnerships with feeder districts in order to leverage facility grants at the local and state level. These multiple-district partnerships will distribute funding and reduce costs for each district in benefit of all the communities they serve.





VUHS is only as strong as its entire workforce. The district enjoys a stable teaching workforce, with low turnover rates among staff. The retention rate for teachers during the 2019-20 school year was 94.65 percent, with only 23 people leaving the district.

Moving forward in next decade will require the district to address the needs of all instructional and professional student support staff (certificated personnel), and department staff (classified personnel). Workforce development and effectiveness refers to the recruitment, hiring, training, advancement, and retention of diverse, highly qualified personnel.





Section III District Workforce, Development and Effectiveness

The priority of district workforce development and effectiveness in the Education Master Plan reflects the district's commitment to ensure equity for all students and staff, by using innovations in technology in administration, operations, and teaching and learning, and by preparing all students to make optimal post-secondary choices for success in life, education and careers.³

- 3 Equity for all students and employees:** Every student and employee will have the necessary access, support, and resources to benefit fully from their learning and employment regardless of their race, ethnicity, language, gender or gender expression, orientation or identification, economic status, ability, or religion.

Innovative applications of technology in all functions: All staff will be responsible and accountable for adopting and using innovations in technology to ensure excellence, efficiency and effectiveness in all district functions, thereby maintaining VUHSD as a world-class, advanced institution of education.

Post-secondary life, education and career preparation for students: All employees will be responsible to prepare every student with the schools necessary to succeed in the post-secondary careers or educational pursuits of their choice.

Recent Innovations

The district has established an innovative orientation and on-boarding process for new teachers. VVUHSD also pays for teacher induction fees and provides stipends for in-house (district) mentors to provide guidance to help new teachers fulfill all credentialing requirements and “clear” their credentials. The priorities in the VVUHSD Education Master Plan are intended to further develop these district innovations.

Priorities for District Workforce Development and Effectiveness

The key areas of focus for district workforce development and effectiveness include:

- Diversity, equity and inclusion training for all district employees
- Leadership development for the next generation of district leaders
- Diversifying a highly qualified teaching workforce
- Pipeline and career development for classified employees
- Expanded technology training programs for all district employees

Diversity, equity and inclusion training for all district employees. Over the next three years VVUHSD will provide equity, diversity, and inclusion training programs for all certificated and classified staff. The purpose of the training is to improve staff cross-cultural relationships and create a more inclusive work environment. School site administrators and staff will be receiving the same anti-bias training that the board members and district administrators received.

Leadership development for the next

generation of district leaders. In order to develop into a world-class district, VVUHSD will establish a district leadership institute, focused on innovation, equity, and risk-taking. The VVUHSD Leadership Institute will prepare the next generation of district and community leaders, and it will be open to administrators, board members, bargaining unit leadership, instructional leaders, and community and parent leaders.

Upon admission to the VVUHSD Leadership Institute, participants will sign a commitment pledge to fully engage and implement the practices they learn. The one-year program will feature courses offered on a pass/no pass basis, requiring five to ten hours per week to complete. The courses will cover basic leadership skills, influence and persuasion in communication, racial equity in the workplace, and building effective collaborations. Upon completion, participants will receive Continuing Education Units and Certificates of Completion.

The program will be modeled after world-class business leadership programs and build on the district’s participation in the Baldrige Excellence Program. The initial cohort of the VVUHSD Leadership Institute will begin the program in Fall 2022.



New Teacher Orientation Day

Diversify a highly qualified teacher workforce. VVUHSD has a diverse workforce, however, the greatest diversity is in the department staff. Greater diversity is needed among the instructional staff to reflect the population of students in the district. VVUHSD will focus on developing competitive strategies for attracting teachers from diverse racial, ethnic and linguistic backgrounds.

The district will identify long-term, mid-term, and short-term recruitment strategies to increase diversity.

The strategies will also include non-traditional approaches to address student loan forgiveness, continuing education, assistance with housing, and transportation to expand the board-approved Human Resources Recruitment and Retention Plan (2020).

The district will expand recruitment of professionals from diverse businesses, industries and military to teach CTE course programs, and to build local "grow your own" CTE teacher credentialing programs for potential teachers including the Cadet Corps.

VVUHSD will also establish a mutual professional development program with Victor Valley College for instructional staff in the dual enrollment programs from both institutions.

VVUHSD will partner with post-secondary education institutions to provide another pipeline of diverse teachers for the district. Established in 2021, this program will prepare VVUHSD classroom teachers to serve as mentor teachers for student teachers and resident teachers. The district will explore the feasibility of establishing a teacher residency program for VVUHSD.

Pipeline and career ladders for classified staff. The district will create a career ladder program for classified staff. The program will be designed to retain well-trained district staff. The program will encourage staff to extend their education and post-secondary training by providing financial incentives such as tuition reimbursement and fee waivers. The VVUHSD will collaborate with the Mountain Desert Economic Partnership to establish staff training programs that benefit the district and local businesses.



VVUHSD will collaborate with a post-secondary education institution to provide pathways for instructional assistants, paraprofessionals and other classified staff to begin teacher preparations as part of the 2021 teacher preparation partnership agreement. The program will be established during Fall 2022.

Expanded technology training programs for all district employees.

VVUHSD will enhance and upgrade training for all district staff, both instructional and non-instructional, to work effectively with different technologies, virtual platforms, remote learning, and global partners. Moving forward over the next 10 years the district will build the capacity of all employees on data security measures as part of developing a district-wide data-using culture. The district network manager for the Information and Technology Department will have a leadership role in helping to develop an on-going, job-embedded training program for all staff.

“

VVUHSD will collaborate with a post-secondary education institution to provide pathways for instructional assistants, paraprofessionals and other classified staff.”



Section IV Student Success

The primary mission of VVUHS is to educate the student population so that:

- All students have positive academic, social, and career outcomes.
- All students are well prepared to take full advantage of options for post-secondary education or the world of work upon high school graduation.
- All students have capacities to keep pace with technologically-advancing global environments.

In fulfilling this mission, VVUHS will produce academically and socially successful students who graduate as global citizens ready to take their place in the world and live their best lives. The student success priority in the Education Master Plan reflects the district's commitment to ensure equity for all students and staff, innovative use of technology in administration, operations, teaching and learning, and to prepare all students to make optimal post-secondary choices for success in life, education and careers.⁴

Recent Innovations

VVUHS is building a strong reputation for educational excellence and innovation by establishing instructional programs that are new to the Mojave High Desert Region or the county. The district has redesigned most college and career pathway programs into career-themed academies

in partnership with local businesses.

Academy students take courses and earn both high school graduation credits and college credits as well as gain real life work experience to facilitate their smooth transition to college or the workplace.

The Law Academy is a partnership program with Victor Valley College, and students in the program earn transferable credits for the nine public law colleges in California.

The Aviation Academy, in partnership with Southern California Logistics Airport and Victor Valley College, provides a foundation for students interested in the aviation industry.

In addition to the academies, VVUHS offers dual enrollment courses and the Middle College High School which provides students the opportunity to earn an Associate of Arts degree while still in high school.

Priorities for Student Success

To provide VVUHS students with a world-class education, over the next 10 years, the district will continue to upgrade instructional and extra-curricular programs with innovative offerings. The Education Master Plan addresses six key areas for building a world-class instructional program for students who will graduate and fit the VVUHS Graduate Profile.

- Develop a VVUHS Graduate Profile
- Increase the number of college courses at the secondary level

⁴ Equity for all students and employees: Every student and employee will have the necessary access, support, and resources to benefit fully from their learning and employment regardless of their race, ethnicity, language, gender or gender expression, orientation or identification, economic status, ability, or religion.

Innovative applications of technology in all functions: All staff will be responsible and accountable for adopting and using innovations in technology to ensure excellence, efficiency and effectiveness in all district functions, thereby maintaining VVUHS as a world-class, advanced institution of education.

Post-secondary life, education and career preparation for students: All employees will be responsible to prepare every student with the skills necessary to succeed in the post-secondary careers or educational pursuits of their choice.

- Increase the number of virtual courses
- Expand the Career Technical Education program
- Expand services to enhance students' social and emotional learning

Develop a VVUHSD Graduate Student Profile.

The VVUHSD Graduate Profile will specify the cognitive, personal, and interpersonal competencies that students should possess when they graduate. The profile will also describe the essential characteristics that students should have developed to ensure future success in their lives after high school.

With the Graduate Profile, VVUHSD will participate in a nationwide movement of school districts that are adopting a Graduate Profile to address the shifts that are necessary in elementary and secondary education to prepare students for future employment.

Increase the number of college courses at the secondary level. VVUHSD will increase the number of college courses that are available at the secondary level so that every student will complete one such course prior to graduation from high school. These courses will be available on-line or in-person, during their high school experience, regardless of program designation or school affiliation. The district will also make available accelerated learning with multiple delivery options that allow students to determine the pace and method of instruction.

Increase the number of virtual courses. VVUHSD will also expand the number of courses offered through the virtual academy. More virtual courses will provide students with additional opportunities to enroll in courses not offered at the

traditional comprehensive high schools. These courses will be in areas such as international business, international relations, and world languages among others. The next ten years will represent a "post-pandemic" new normal, and increased options for virtual learning must be provided for students and teachers. Potential options include simultaneous in-person and virtual classes, and extended asynchronous scheduling options to allow students to take classes at any time.

Expand the Career Technical Education program. VVUHSD will continue to expand Career Technical Education program offerings, in partnership with Victor Valley College and other businesses. The increased offerings will allow students to take advantage of and prepare for successful employment in growing industries. With the expansion of the program, students can earn college credits for courses completed at Victor Valley College which will prepare them to either transition to a four-year college or to the workplace. The program will also provide the students with the soft and hard skills they need to succeed for the expanding job market in the Mojave High Desert Region and beyond. The district will pay particular attention to ensure that girls and racially/ethnically diverse students are equitably enrolled and successfully complete these courses.

Expand services to enhance students' social and emotional learning. VVUHSD will respond to the needs of students and their families in light of the data on post-pandemic needs. Emphasis will be on providing support for students and connecting students with their teachers and other adult mentors.

The post-pandemic decade (2021-2031) will be a time for the district to gather data and address the long-term impact of COVID-19 on students, and offer services to support them. Early indicators are that programs will need to address the impact of COVID-19 and other trauma/stressors (e.g., family deaths, loss of jobs, increased homelessness and food insecurity).

VVUHSD will also review policies and implement instructional supports to address learning loss, and to re-engage students who are chronically absent, and/or who are at-risk of dropping out. The primary mission of VVUHSD is to educate the student population so that:

- All students have positive academic, social, and career outcomes.
- All students are well prepared to take full advantage of options for post-secondary education or the world of work upon high school graduation.
- All students have capacities to keep pace with technologically-advancing global environments.

In fulfilling this mission, VVUHSD will produce academically and socially successful students who graduate as global citizens ready to take their place in the world and live their best lives. The student success priority in the Education Master Plan reflects the district's commitment to ensure equity for all students and staff, innovative use of technology in administration, operations, and teaching and learning, and to prepare all students to make optimal post-secondary choices for success in life, education and careers.⁵



⁵ **Equity for all students and employees:** Every student and employee will have the necessary access, support, and resources to benefit fully from their learning and employment regardless of their race, ethnicity, language, gender or gender expression, orientation or identification, economic status, ability, or religion.

Innovative applications of technology in all functions: All staff will be responsible and accountable for adopting and using innovations in technology to ensure excellence, efficiency and effectiveness in all district functions, thereby maintaining VVUHSD as a world-class, advanced institution of education.



Section V Community Partnership and Service

The Victor Valley Union High School District is a significant member of the Mojave High Desert Region of San Bernardino County and provides vital services to the communities of Victorville and Adelanto. Community Partnership and Service refers to providing leadership and working in alliance with other businesses, institutions, agencies and organizations for the advancement and benefit of the communities and region. Effective engagement of community partners implies enhancing resources for VVUHS educational programs as well as other educational programs located in the community.

The Community Partnership and Service priority in the VVUHS Education Master Plan 2020-2030 reflects the district's commitment to ensure equity for all students and staff, innovative use of technology in administration, operations, teaching and learning, and to prepare all students to make optimal post-secondary choices for success in life, education and careers.⁶

Recent Innovations

VVUHS has established strong partnerships, and is a valued contributor to and member of many collaborative efforts among businesses, community-based and religious organizations and civic groups across the region. The district has forged strong partnerships with its feeder districts, the San Bernardino County Office of Education and local post-secondary institutions, in addition to numerous local businesses, industries and civic organizations serving Victorville and the surrounding communities.

VVUHS has also initiated several partnership innovations including the joint Executive Cabinet meetings with the local feeder districts. Most recently, the district has entered into several data-sharing agreements with neighboring districts and Victor Valley College to enhance seamless transitions for students into our VVUHS schools and ultimately into the post-secondary system.

⁵ **Equity for all students and employees:** Every student and employee will have the necessary access, support, and resources to benefit fully from their learning and employment regardless of their race, ethnicity, language, gender or gender expression, orientation or identification, economic status, ability, or religion.

Innovative applications of technology in all functions: All staff will be responsible and accountable for adopting and using innovations in technology to ensure excellence, efficiency and effectiveness in all district functions, thereby maintaining VVUHS as a world-class, advanced institution of education.

Post-secondary life, education and career preparation for students: All employees will be responsible and accountable for every student receiving excellent life preparation, fully positioned to succeed in the post-secondary careers or educational pursuits of their choice.

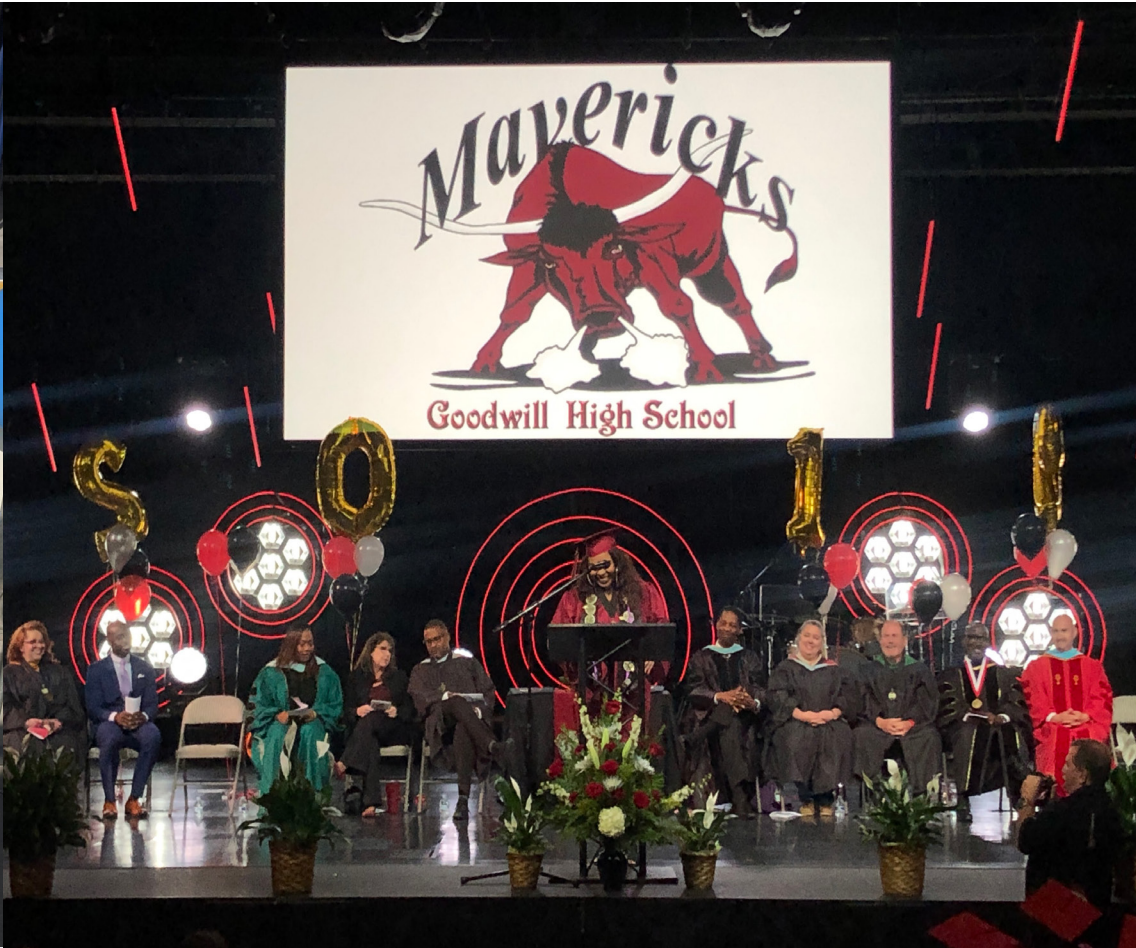
Priorities in Community Service and Partnerships

Over the next decade, these partnerships will become increasingly important as the region undergoes further development. Specifically, there is a need for VVUHSD to:

- Expand the Adult Education Program
- Develop new business partnerships
- Collaborate with Victor Valley College

Expand partnership services to the community. VVUHSD will partner with community organizations, businesses, and other partners to expand services to address the needs of the community in the areas of health and wellness, food insecurity, financial literacy and planning.





Appendix A

Victor Valley Union High School District (VVUHSD) is located in San Bernardino County in the Mojave High Desert of Southern California. The district office is located in the city of Victorville. Encompassing an area of approximately 255 square miles, the district schools are situated in suburban Victorville and the surrounding communities of Adelanto, Helendale, Oro Grande and Silver Lakes.

Students

VVUHSD serves approximately 11,000 students and the student population has steadily increased for the past five years. The students feed into VVUHSD from two districts in San Bernardino County, Victor Elementary School District and Adelanto School District.

The Hispanic/Latinx student population in the district is increasing while the African-American and White student populations are declining. The following table presents the student demographic data for VVUHSD.

Appendix B

Schools

VVUHSD has three comprehensive high schools (Adelanto, Silverado and Victor Valley); two schools of choice (Cobalt Institute of Math and Science and University Preparatory School); one junior high school (Hook); one seventh through twelfth grade academy (Lakeview Leadership Academy); one virtual academy (Victor Valley Virtual Academy); one alternative school (Goodwill High School); and the Victor Valley Adult School.

All schools are accredited by the Western Association of Schools and Colleges.

SCHOOL YEAR	2017-2018	2018-2019	2019-2020
TOTAL ENROLLMENT	10,212	10,494	10,822
Socio-economically disadvantaged	79.8%	82.0%	85.6%
English Learners	9.9%	11.4%	11.3%
Foster Youth [End of year count]	1.4%	1.3%	2.5%
Homeless Youth [End of year count]	0.9%	1.1%	1.0%
Students with Disabilities	14.5%	14.9%	13.4%

The data in Table 2 reveals that almost 90% of students in VVUHSD are socio-economically disadvantaged but there are very few foster or homeless youth in the district.

Programs

In addition to offering A-G courses at all high schools, VVUHSD offers athletic programs at state-of-the-art athletic facilities at each campus, Career Technical Education programs across a variety of industry sectors, and an AVID program. The district also provides all-virtual learning options for students, an Adult Education program and Alternative Education.

Innovation is an earmark of VVUHSD. The district is the first to open a virtual academy, along with the first middle college high school, first dual enrollment program and first law and aviation academies in the Mojave High Desert Region.

Staffing

VVUHSD has a workforce of 1,069 employees. Of those, 499 are certificated (instructional) personnel and 505 are classified (non-instructional) personnel. Certificated personnel make up 46.7% of the staff, classified personnel make up 47.2% of the staff and the remaining 6.1% of staff are management and confidential employees.

Eighty-nine percent of the certificated personnel are teachers and 11% are certificated student support staff and administrators (e.g., principals). The classified staff are made up of classroom support staff (27%) and other classified, management and confidential staff (73%).

Operating Budget

The 2021 operating budget for VVUHSD is \$176 million dollars. Salaries and benefits amount to \$107,932,424.15, over 60% of the total budget.

Transportation

VVUHSD provides transportation for an average of 3,073 students each day. The transportation system includes 49 routes that are driven daily for a total of 853,383 miles per year. The district also provided transportation for a total of 682 field trips during the 2019-2020 school year.

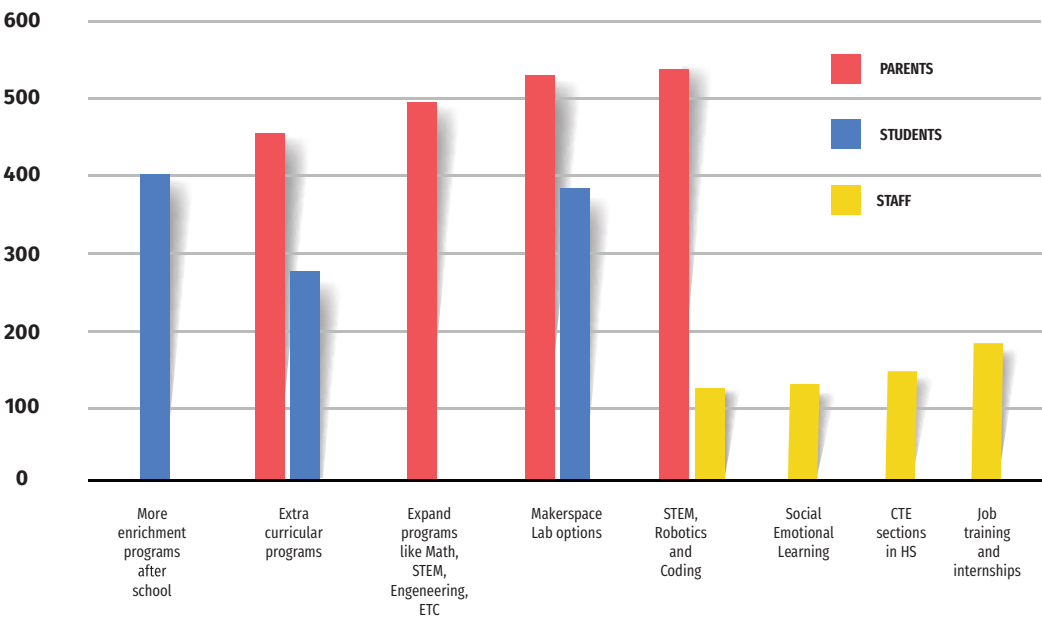
Nutrition Program

Approximately 90% of students in VVUHSD qualify for the National School Lunch Program, which enables the district to provide free grab-and-go breakfasts, lunch and dinner to all students. The district served an average of 2,226 meals daily during the COVID-19 shutdown 2020-21. During the summer months the district serves meals to all persons ages 18 and under within the community.

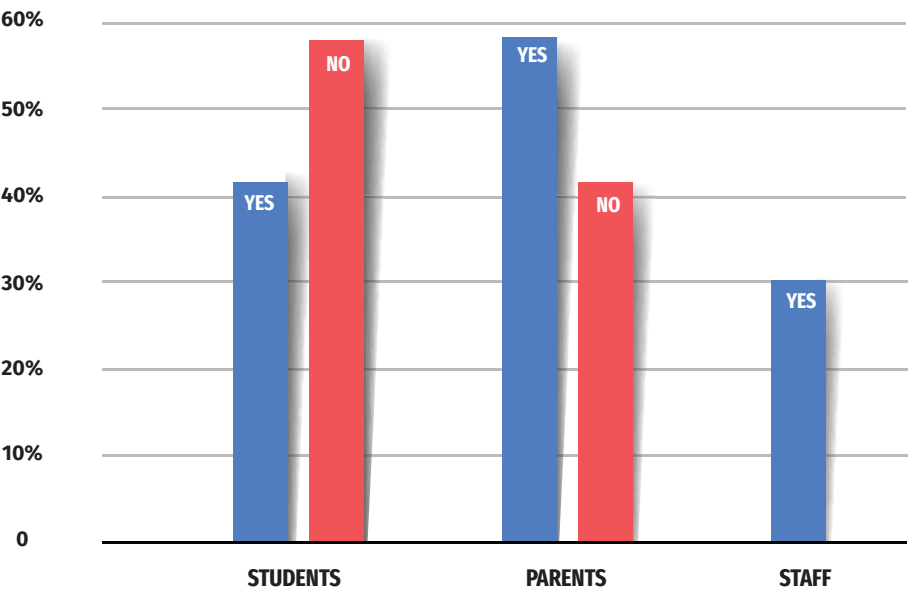
Appendix C:

Charts with Data Used to Inform the Education Master Plan

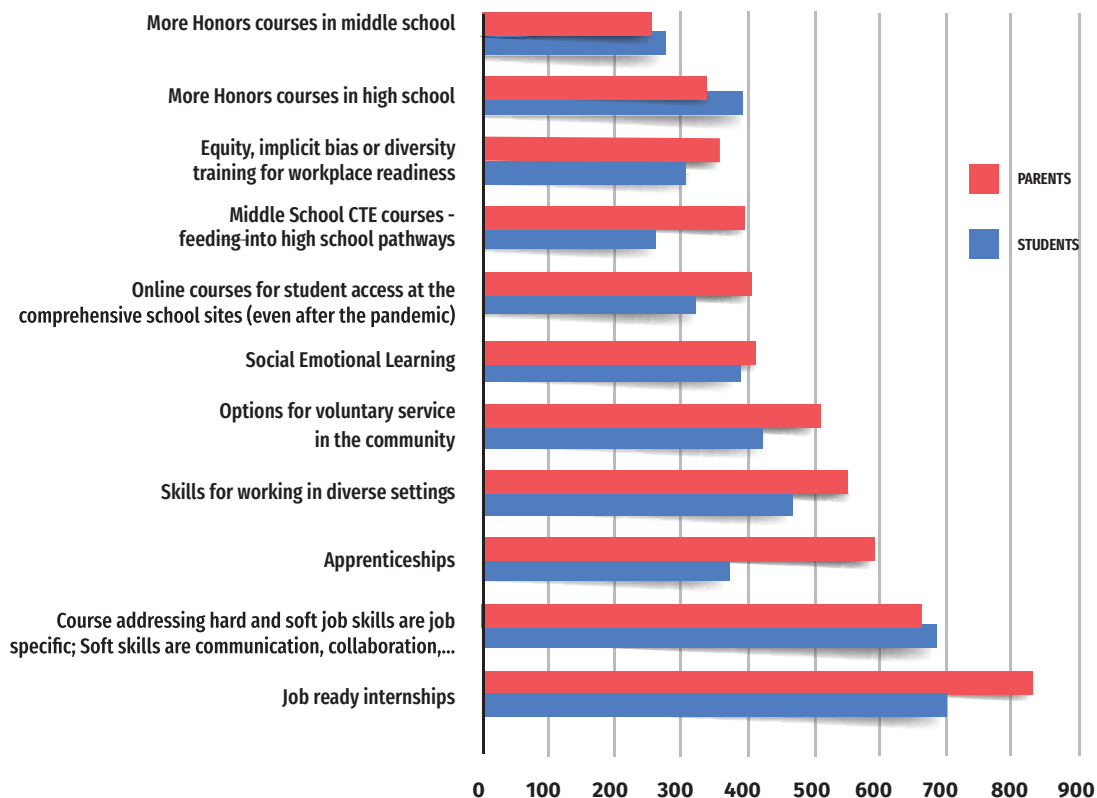
What are the most important areas for VVUHSD to add or expand within the next 5 years



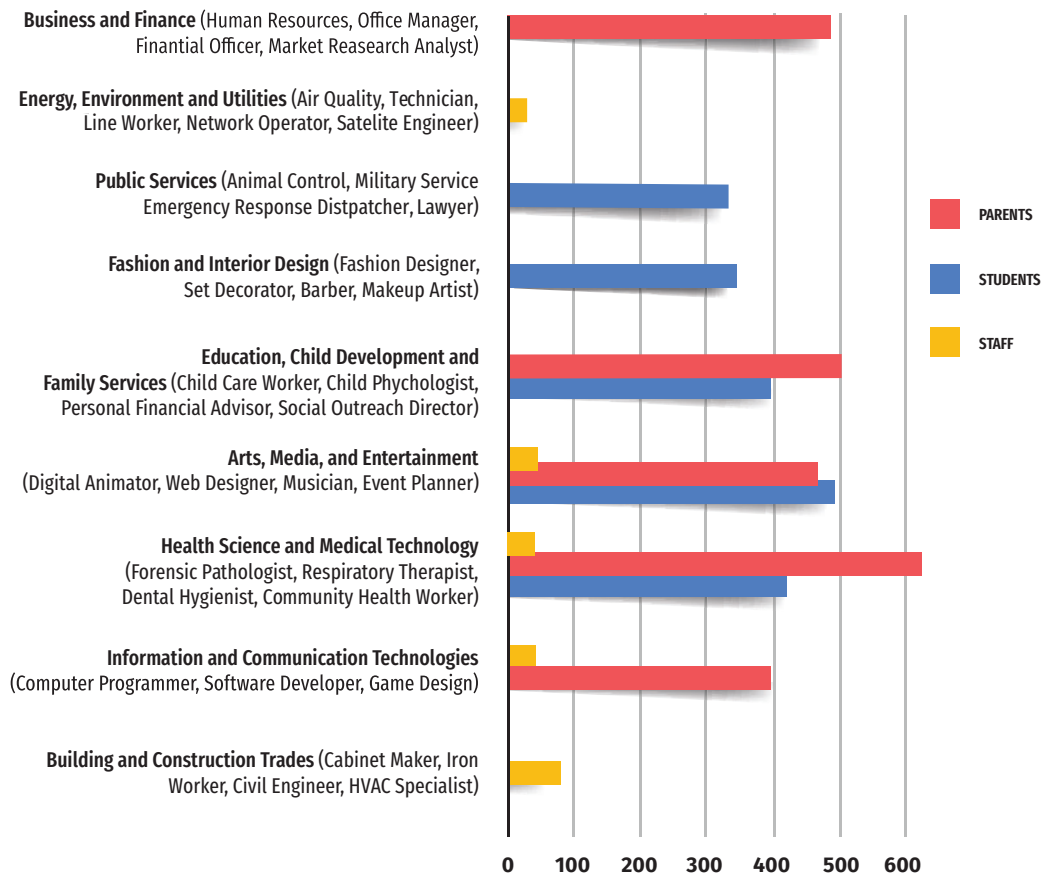
Expand Distance Learning?



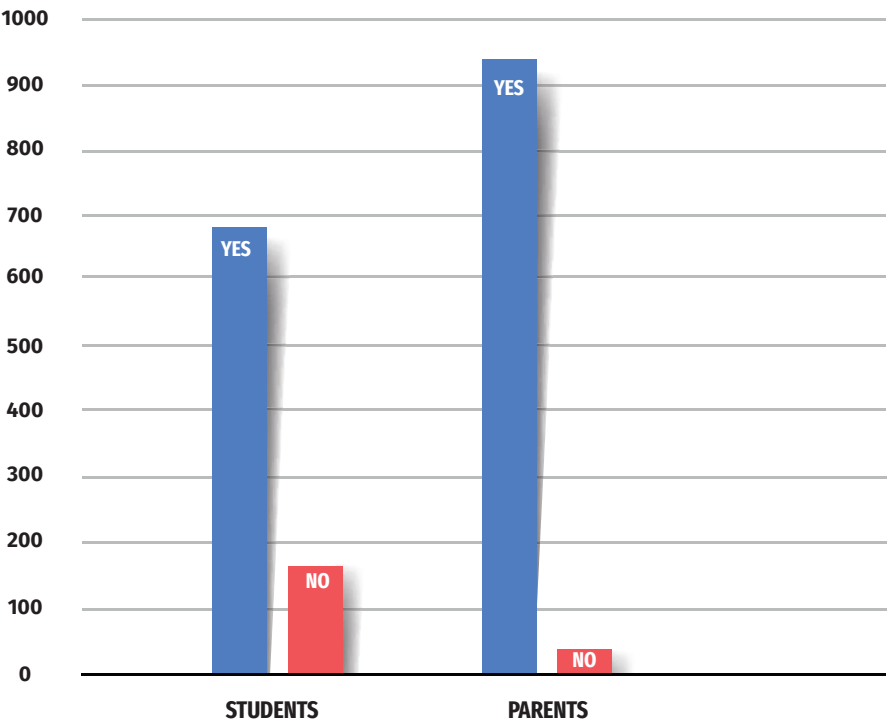
In order to prepare students to graduate with skills necessary for success after high school, we need to provide options



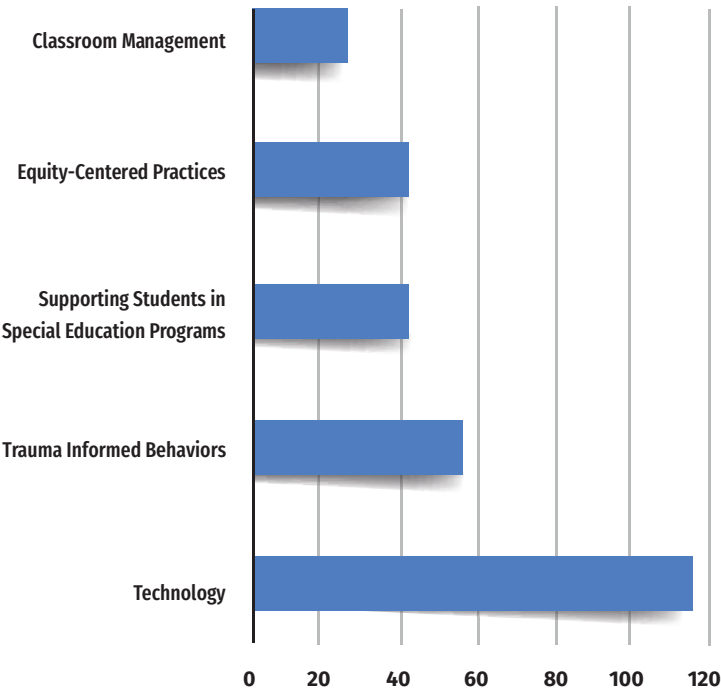
Top five CTE industry sectors



Would you like to see a four-year college within the High Desert Region?



What on-the-job training areas should VVUHSD add or expand within the next five years?



Appendix D: Glossary of Terms

Career Technical Education (CTE)

A program of study that involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

Industry Sectors

Areas of study in Career Technical Education resources that equip students with the knowledge, skills, and competencies that prepare them for postsecondary education and/or career entry into careers in various industries. California has 15 industry sectors.

Local Control Accountability Plan (LCAP)

The LCAP is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.

Diversity

Variation of identities, such as gender, gender identity, gender expression, race, ethnicity, national origin, language, religion, or sexual orientation, among other characteristics. Diversity may also refer to variation in values, ideas and perspectives.

Equity

The application of fairness and the elimination of barriers to promote positive outcomes or consequences for all people within a society or a system.

Inclusion

The act of creating environments in which any individual or group is welcomed, respected, supported, and valued to fully participate.

Perkins Plan

The Federal Perkins Act was established to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs. Local school districts must submit an application or plan to obtain funding under the Federal Perkins program.

P16 System

A coherent integrated system of preschool, elementary, secondary, and postsecondary education. A P-16 system integrates a student's education beginning in preschool and ending with a four-year college degree.

Special Education Local Plan Areas (SELPA)

SELPAs are consortiums in geographical regions of sufficient size and scope to provide for all special education service needs of children with disabilities residing within the region boundaries.

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Victor Valley Union High School District At A Glance

VICTOR VALLEY UNION HIGH SCHOOL DISTRICT AT A GLANCE



ABOUT OUR DISTRICT

District Mission Statement

As the unifying agent of our community, steeped in more than a century of commitment to student achievement, the Victor Valley Union High School District will provide students a high-quality education in a safe environment, cultivating skills necessary for success through the promotion of integrity, creativity and collaboration, inspiring them to reach their full potential and become productive global citizens."

SCHOOLS

3 COMPREHENSIVE
HIGH SCHOOLS

2 GRADE 7-12 SCHOOLS
OF CHOICE

1 ALTERNATIVE
HIGH SCHOOL

1 GRADE 7-12
ACADEMY

1 MIDDLE SCHOOL

1 ADULT SCHOOL

1 VIRTUAL ACADEMY

STUDENTS

10,500

STUDENTS ENROLLED IN TWO
CITIES AND SURROUNDING AREAS



PROGRAMS AND MORE

**STATE OF THE ART ATHLETIC
FACILITIES**

**WIDE-RANGING
CAREER ED. OFFERINGS**

**HIGHLY SUCCESSFUL
AVID PROGRAM**

**ALL-VIRTUAL LEARNING
OPTIONS**

**RIGOROUS SCHOOLS
OF CHOICE**

**ALTERNATIVE AND ADULT
EDUCATION**

RECENT AWARDS

2 REGIONAL EDUCATOR OF
THE YEAR FINALISTS, 2020

1 REGIONAL PRINCIPAL OF
THE YEAR, 2020

1 CSBA GOLDEN BELL
AWARD, 2019

2 NATIONAL BLUE RIBBON
SCHOOL AWARDS

5 CONSECUTIVE
GOVERNANCE AWARDS

MORE INFORMATION
Visit www.vvuhsd.org

DR. RON WILLIAMS
Superintendent

VICTOR VALLEY UNION HIGH SCHOOL DISTRICT BUSINESS SERVICES DIVISION



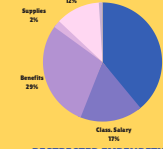
ABOUT THE DIVISION

District Mission Statement

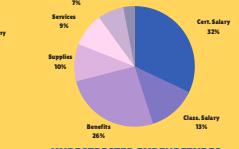
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FISCAL SERVICES

\$176M
OPERATING BUDGET
FOR 2020-21



RESTRICTED EXPENDITURES



UNRESTRICTED EXPENDITURES

TECH ED

8,651
STUDENT
CHROMEBOOKS



- 2,700 Help Desk Emails
- 3,800 Help Desk Phone Calls Answered
- 280 WiFi Hotspots Provided

TRANSPORTATION

853,383
MILES DRIVEN PER YEAR



- 5,075 Avg. Students Transported Daily
- 100% On-Time Performance for Morning Routes
- 96% On-Time Performance for Afternoon Routes
- 49 Routes Driven Daily
- 682 Field Trips Last Year

NUTRITION SERVICES

2,226
AVG. DAILY MEALS SERVED



Free grab-and-go breakfast, lunch and supper provided to all children of the community ages 1-18

MAINTENANCE, GROUNDS, CUSTODIAL

762
LITERS OF CLEANING
SOLUTION USED IN 5 MONTHS



- 1,045 Million Sq. Ft. of Indoor Space, 309 Acres of Land Cleaned/Maintained
- 332 Work Orders Completed Monthly
- 28,000 Hours Spent Sanitizing by 38 Custodial Staff in 5 Months

MORE INFORMATION
Visit www.vvuhsd.org

DR. RON WILLIAMS
Superintendent

DR. ANTOINE HAWKINS
Asst. Supt., Business Services

VICTOR VALLEY UNION HIGH SCHOOL DISTRICT EDUCATIONAL SERVICES DIVISION



ABOUT THE DIVISION

District Mission Statement

As the unifying agent of our community, steeped in more than a century of commitment to student achievement, the Victor Valley Union High School District will provide students a high-quality education in a safe environment, cultivating skills necessary for success through the promotion of integrity, creativity and collaboration, inspiring them to reach their full potential and become productive global citizens."

NEW AND EXCITING PROGRAMS

- FIRST VIRTUAL ACADEMY OFFERED BY A LOCAL DISTRICT
- FIRST LOCAL MIDDLE COLLEGE HIGH SCHOOL
- FIRST LAW ACADEMY IN HIGH DESERT
- FIRST AVIATION ACADEMY OFFERED IN HIGH DESERT
- DUAL ENROLLMENT: STUDENTS EARN COLLEGE CREDITS IN HIGH SCHOOL

COLLEGE READINESS - AVID SENIORS



AFTER SCHOOL CREDIT RECOVERY

1,374

CREDITS RECOVERED BY
STUDENTS IN SPRING 2020



ENGLISH LEARNERS

378

STUDENTS EARNED
SEAL OF BILITERACY,
2017-2020



CAREER TECHNICAL EDUCATION

684

AVERAGE STUDENTS
ENROLLED PER YEAR IN
CTE COURSES



SPECIAL EDUCATION

1,456

STUDENTS ENROLLED IN
SPECIAL EDUCATION



MORE INFORMATION
Visit www.vvuhsd.org

DR. RON WILLIAMS
Superintendent

DR. FAL ASRANI
Asst. Supt., Educational Services

VICTOR VALLEY UNION HIGH SCHOOL DISTRICT HUMAN RESOURCES DIVISION



ABOUT THE DIVISION

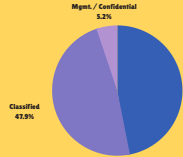
District Mission Statement

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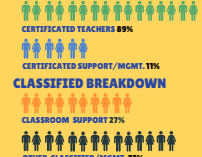
PERSONNEL

964
EMPLOYEES
485
CERTIFICATED
479
CLASSIFIED

STAFFING BREAKDOWN



CERTIFICATED BREAKDOWN



CLASS SIZE

34-1
HIGH SCHOOL
32-1
MIDDLE SCHOOL



Classroom size determined by agreement with Victor Valley Teachers Association

TEACHER RETENTION

94.65%
RETENTION RATE IN
2019-20 SCHOOL YEAR



- 8 Retirements
- 45 Resignations

TEACHER SALARY RANGE

180
TEACHERS MAKING
\$53,527 - \$92,407 PER YEAR

213
TEACHERS MAKING
\$84,269 - \$113,019 PER YEAR

50
TEACHERS MAKING
\$87,640 - \$119,668 PER YEAR

MORE INFORMATION
Visit www.vvuhsd.org

DR. RON WILLIAMS
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DR. RAMIRO RUBALCABA
Asst. Supt., Human Resources



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