

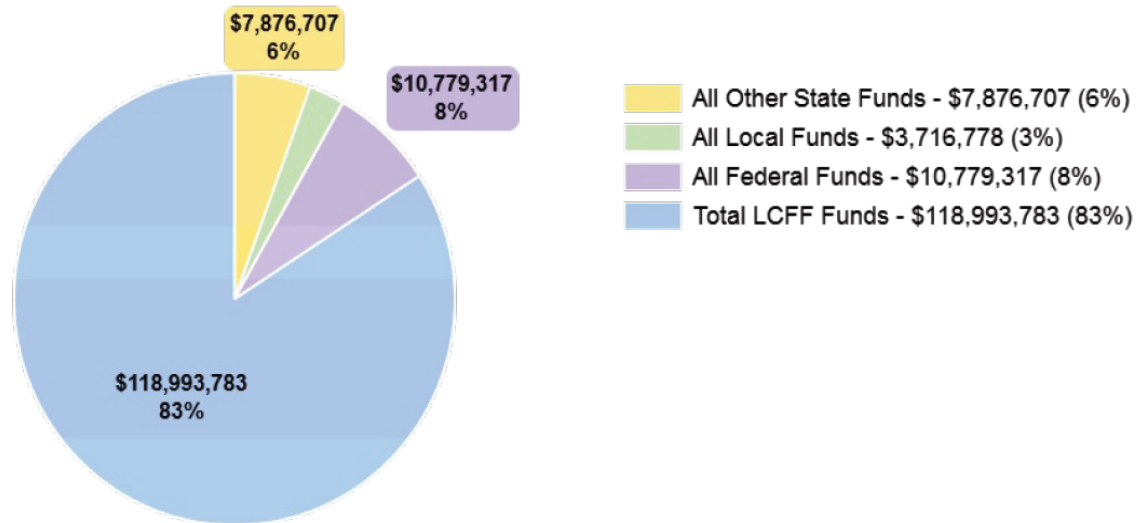
Victor Valley Union High School District 2019-2020- LCAP "At-a-Glance"

Local Educational Agency (LEA) Name: Victor Valley Union High
 CDS Code: 36679340000000
 Local Control and Accountability Plan (LCAP) Year: 2019-20
 LEA Contact Information: Dr. Ron Williams | rwilliams@vvhhsd.org | 7609553201

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

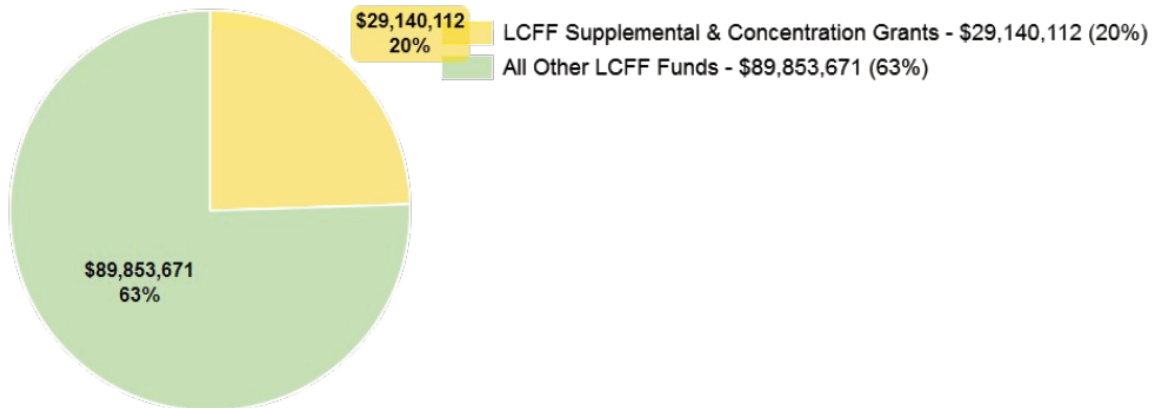
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$7,876,707	6%
All Local Funds	\$3,716,778	3%
All Federal Funds	\$10,779,317	8%
Total LCFF Funds	\$118,993,783	83%

Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$29,140,112	20%
All Other LCFF Funds	\$89,853,671	63%

These charts show the total general purpose revenue Victor Valley Union High expects to receive in the coming year from all sources.

The total revenue projected for Victor Valley Union High is \$141,366,585, of which \$118,993,783 is Local Control Funding Formula (LCFF), \$7,876,707 is other state funds, \$3,716,778 is local funds, and \$10,779,317 is federal funds. Of the \$118,993,783 in LCFF Funds, \$29,140,112 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Goal 1: VVUHSD will increase the number of students who will graduate on time, prepared for college and career, through career exploration opportunities, academic guidance and a comprehensive academic program aligned with the California State Standards.

	Actions/Services	Budget
1.1	Continue to fund additional counselors through LCFF to reduce student to counselor ratios. Continue to provide 6 dedicated intervention counselors at specific school sites to support PBIS implementation, improve behavior and promote social emotional development for at risk students, Low Income, and Foster Youth in primarily grades 7 and 9 as outlined in the district Strategic Plan. Grade 7 and 9 counselors will provide support academically and socio-emotionally in order to increase student performance and reduce the number of dropouts. Counselors will meet with all students in grades 7 and 9 to establish goals to plan for college and career. The job description for intervention counselors will be reviewed to ensure they have a reduced caseload for students with whom they will provide academic, socioemotional and behavioral support with increased communication with teachers and family.	\$246,481.00- LCFF SCG (Low Income) \$395,697.00- Title I (site)

1.2	Provide foster youth, low income students and homeless youth with increased services as they are identified and enrolled in the district. Increase services to positively impact school connectedness through funding for involvement in co-curricular as well as school supplies to ensure they are equipped for success in classroom. Ensure all students have materials and supplies to participate in school programs that impact academic achievement and college/career preparation.	\$30,000 -Title I (District)
1.3	Continue to provide increased credit recovery opportunities for at-risk, EL, low income, homeless youth, and foster youth students to increase their opportunities to graduate on time. Opportunities may include but not be limited to the use of online credit recovery programs, independent study options, after school tutoring and dual or concurrent enrollment with the local community colleges.	\$179,098.00 -Title I (site)
1.4	School site administration will engage school site teachers in the master scheduling process to ensure their master schedule meets the specific needs of their students and identifies target programs such as AVID, Spanish for Spanish Speakers, CTE, etc.	\$0
1.5	Continue to employ a Coordinator of English Learner Programs and Interventions. The coordinator will monitor EL student and RFEP student progress through a district-wide system and use the data to implement program and curricular changes to increase their achievement. The coordinator will set goals with school sites to increase the number of students earning the State Seal of Biliteracy	\$74,061.00 -Title I (District) \$74,061.00 -Title III (District) \$35,508.00 -LCFF SCG(English Learners)
1.6	Increase the number of English Learner students achieving proficiency and reclassification through the use of intervention/support classes, supplementary instructional materials, after-school tutoring and student progress monitoring by site EL Coordinator, ELD designated teachers and site administration.	\$11,567.00 -LCFF SCG(Low Income) \$26,250.00 -Title III(District) \$12,321.00 -LCFF SCG(English Learners)
1.7	Provide release time or extra duty for teachers to refine and improve district pacing guides (Rigorous Curriculum Design) as well as revise and align course offerings (new course adoptions) in all subject areas to meet state framework requirements, common core instructional shifts, differentiation for at-risk students and A--G requirements. Curriculum Coordinators will expand Curriculum Advisory Boards for all curricular areas. Department chair representatives and volunteer teacher will serve on district Curriculum Advisory Boards in all curricular areas to support curricular decision making. Teachers will be compensated extra duty if not receiving a stipend.	\$79,139.00 -LCFFSCG
1.8	Support students meeting the state college and career indicator in the area of career pathways by continuing to fully fund and expand the Career Technical Education Program, CTE courses, dual enrollment courses and other courses that qualify for career readiness. Provide for the necessary personnel as well as instructional materials, equipment, stakeholder awareness, and career exploration not provided through other budget resources such as Perkins, etc. Provide funding to support Career Technical Student Organizations to increase student involvement in career education. Increase student participation in career pathways to reach completer status, especially for students who may not be immediately college bound.	\$851,668.00 -LCFFSCG(CTE Programs)

1.9	Provide instructional materials and resources to support/increase the implementation of standards--aligned curriculum that reinforces the instructional shifts of common core. Include electronic databases and online subscriptions to provide teachers and students increased access to expository texts and literary materials that support common core. Support textbook adoptions to meet the changes of the California State Standards, the History Social Science Framework and the Next Generation Science Standards. The Director of Common Core will support curriculum and instruction needs across all student groups and all school sites including professional development and stakeholder engagement activities. New materials will specifically align with the needs of at-risk Learners, as well as English Learners, to ensure universal access to the core curriculum with support materials as needed.	\$2,758,319.00- LCFFSCG \$89,343.00- Title I (District) \$49,279.00- Title II (District) \$458,681.00- Lottery
1.10	Increased access to college visits, college and career fairs, and community events for future college and career planning through study trips and bringing in contracted events for students. Various college events will target foster youth, homeless youth and English Learners as well as other at-risk students. The district will employ the use of the National Student Clearinghouse to track district student enrollment in colleges and universities across the nation.	\$48,000.00- Title I (District) \$1,700.00- LCFF- SCG(At Risk)
1.11	The TechEd division will continue implementation of the district technology plan. Through the use of LCFF-SCG funds and E-Rate, the district will continue to improve technology infrastructure and replacement of aging equipment such as desktop computers, wifi equipment, etc. at school sites to stay current and meet the needs of staff and students for college readiness and 21st century skills. Increase access to technology and district programs for targeted students to provide them with dedicated equipment in intervention classrooms and English learner support classrooms.	\$200,000.00- LCFFSCG (At- Risk)
1.12	Working with the TechEd division, school sites will adjust their site plans to focus on the use of categorical funds to purchase devices for student use in the classroom for instruction and assessment reducing the device to student ratio to 1 to 1 (1:1). These devices will support the large number of at-risk students by providing them increased access to technology, they may not otherwise be able to use, on a daily basis. The Director of TechEd will support all school sites with technology implementation, data dis-aggregation and professional learning opportunities with a focus on target student groups to increase academic achievement.	\$181,909.00- Title I (Site) \$39,213.00- Title I (District)
1.13	Purchase additional instructional materials to assist moderate to severely disabled students access to the CSS.	\$44,806.00- LCFFSCG
1.14	TechEd will continue to employ two additional staff to regularly provide support for teachers and administration to collaborate on data compilation, disaggregation of data, and data uploading to various online sources such as Cal Grant, etc. Additional staff has been required to the increase in the enrollment of at-risk students which has resulted in more technology dedicated to sites to increase academic achievement of of targeted student groups. Additional professional development will be provided to all staff in regards to Aeries, CalPads, understanding data requirements, timelines, and skills to navigate data manipulation requirements in order to best support the academic needs of students most at-risk of not graduating.	\$269,505.00- LCFFSCG (At Risk)
1.15	Continue to support the Bridge Program aligned with Victor Valley College by identifying a counselor at each campus who will help identify and recruit students. Students will earn priority enrollment and the bridge counselor will support them with the process. Bridge counselor will be provided extra duty pay for activities and job duties related to the Bridge Program that extend beyond the contractual day.	\$5,479.00- Title I (District)

1.16	Through increased college and career counseling, District and site administration, with the support of counselors and career center technicians, will work with local community colleges (specifically Victor Valley College) to establish/ maintain a concurrent enrollment and continue to increase the dual enrollment program. Students will have the opportunity to earn an AA or AS degree upon completion from high school.	\$115,000.00- College Readiness Block Grant (Carryover)
1.17	School sites may designate funding for student study trips that align with academic standards and college exploration to promote student achievement. Support transportation, admission fees, and chaperone funding necessary to increase the number of targeted student groups engaging in beyond the classroom learning experiences.	\$103,000.00- (District and Site split).
1.18	The Coordinator of CTE will support counseling staff with the promotion of all available career pathways throughout the district to increase student awareness and choices available regarding college and career focus. The coordinator will also support the expansion of career opportunities through CTE by exploring greater opportunities for the district and school sites to strengthen ties with the business community, involving the counseling staff whenever possible. The coordinator will work with the middle school programs to align current vocational courses to the career pathways at the high schools. This will also include increased services for special education students through support of a work-ability liaison.	\$77,867.00-LCFF SCG(Supplement al Special Education)
1.19	Continue to employ a TOA Middle School Math coach and a TOA High School Math Coach in order to increase teacher support with content and instructional strategies to support the instructional shifts of concepts and the eight mathematical practices. Action has remained the same, only budget has been modified.	\$297,466.00-Title I (District)
1.20	VVUHSD will increase instructional time by 5 minutes daily to provide additional support for our growing population of at-risk learner and improve student academic outcomes. In addition to increased instructional time, 9 general education teachers will be employed to reduce classes and accommodate increased enrollment.	\$885,429.00- LCFFSCG
1.21	Increase the number of students applying to and being accepted to a college or university by increasing the following services: <ul style="list-style-type: none"> • Embed post high school test preparation by providing college entrance test during the school day (PSAT 8/9, PSAT/NMSQT, SAT, AP • Provide additional materials and online programs for students to prepare for the SAT, ACT, and other college readiness exams 	\$233,402.00- LCFFSCG
1.22	Continue to provide academic interventions to support targeted student groups to increase academic achievement and reduce credit deficiency towards graduation through the following services: <ul style="list-style-type: none"> • Provide RTI support before and after school through a dedicated tutoring programs and APEX or GradPoint online courses at all school sites. • Targeted short-term independent study for minor credit deficient students. • Provide 0 and/or 7th period credit recovery at the comprehensive high schools • Offer students the opportunity to take independent study with a certificated teacher to remediate the chapters or units of study needed to complete course without having to repeat an entire course. • Provide transportation for students to attend 0/7th period course and afterschool RTI. Through community collaboration and the ASES program, Victor Valley Union High School District will provide after school learning experiences that develop	\$550,763.00-Title I (Site)

	students' academic, social, emotional, and physical needs and interests of students; through hands--on, engaging, student centered, results driven, learning activities that complement learning activities in the regular school day.	
1.23	Implement a chronic absentee intervention program district-wide called Attention 2 Attendance by School Innovations & Achievement in order to reduce chronic absenteeism and target most at--risk groups such a low income, Foster Youth and Homeless Youth which data demonstrates have high rates of absenteeism. Continue and expand incentive programs to encourage and reward positive attendance. Use information during parent meetings and staff meetings to focus on chronic absenteeism and increase use of SARB process.12 responses. Action has remained the same, only budget has been modified.	\$9,046.00- Title I \$59,000.00- LCFFSCG(At Risk)
1.24	Continue to fully fund adult education and begin the accreditation process to earn WASC accreditation for the adult education diploma. Increase student support with the transition to the adult education program. Counselors will identify students who are approaching age 18 and are candidates for adult education due to their credit status and intervene early in order to help them transition to adult education to earn a diploma	\$508,083.00- Adult Ed.
1.25	Provide a transition programs/events for incoming students along with providing close articulation and collaboration between middle school and high schools (HS Academic Connections from 8th to 9th, Grade 7 Boot Camps, etc. for at-risk students in particular) to ensure proper placement and establish a five-year plan for each incoming freshman. The intervention counselors will focus primarily on English learners, at-risk, foster youth and homeless youth to ensure they have an educational plan in place. Action has remained the same, only budget has been modified.	\$61,041.00- LCFFSCG(At Risk)
1.26	The District will provide transportation to all students who live within the district boundaries, but outside the district walking limitation, for McKinneyVento students, homeless students, and foster youth or other low-income students who are unable to secure transportation to school. The district school bussing services, as well as public transportation, are funded by the district LCFF-SCG. The amount the district supplements the transportation program is approximately \$3,842,021.00 or 21% of the SCG. This service is extremely important to decrease chronic absenteeism and increase the attendance of homeless youth, foster youth and low-income students, therefore increasing their academic achievement, by attending consistently and increasing their opportunity to graduate.	\$3,842,021.00- LCFFSCG
1.27	Establish ongoing EL parent/family meetings, with language translation, with counselors for the purpose of explaining college and career paths and interventions and supports available.	\$0
1.28	District will reduce the teacher to student ratio for select special education services using SCG funds to increase services to our students with disabilities through the hiring of additional severely handicapped teachers.	\$312,675.00- LCFFSCG(Supplemental Special Ed.)

Goal 2: VVUHSD will provide a safe learning environment for students and staff, with comprehensive safety standards, conducted in clean facilities that supports a positive school climate with family engagement.

	Actions/Services	Budget
2.1	Continue to assess district and school climate as well as parent/guardian feedback on satisfaction in areas measured by the state indicators and California School Dashboard. Climate assessments will be completed at the beginning of the year and be accessible by staff. Climate surveys will dis-aggregate data for at-risk groups such as foster youth and English Learners	\$32,000.00- LCFF-SCG (SpEd. Dis- Proportionality)
2.2	Provide additional funding for school sites to offer additional resources (conferences, guest speakers, parent education programs, cultural proficiency, etc.) to parents/guardians to increase attendance at school site meetings and events. Support parents/guardian in their understanding of educational initiatives when they are serving as members of a committee such as DAC, SSC, ELAC or DELAC by offering conferences and training opportunities. Allow for refreshments and child care when needed. Action has remained the same, only budget has been modified.	\$24,669.00- (Sites)
2.3	Offer College & Career events that involve parents, such as: College Application Workshops (Grades 11-12), College Information Workshops (Grades 9-12), Financial Aid Workshops (Grades 11-12), FAFSA Workshops (Grade 12), Scholarship Workshops (Grades 10-12) and K-16 Bridge Information Evenings. (SP, Strat.3, Spec.Rslt.2,II.A) Schools will ensure focus on target groups of students such as Special Education, EL, Low Income, and Foster Youth.	\$7,232.00- Title I (District)
2.4	Hold annual meetings, led by counselors, teachers or administrative staff, with parents to educate/update parents on their child(ren)'s progress towards graduation and/or college & career readiness. Ensure the events for parents/guardians of targeted EL students are bilingual. The district will continue to employ a district translator to support all school and district events and meetings when needed to ensure communication with bilingual families.	\$55,445.00- Title I(District)
2.5	Continue to employ a Public Engagement Information Manager for the purpose of increasing communication district wide about services and opportunities for families to receive support through specialized targeted programs and other needs based information. This position is important to help increase attendance and parent participation, particularly with our low income families. Victor Valley is 100% low income as a district and the need for a variety of communication of services for our target families is vital to student success.	\$55,445.00- Title I(District)
2.6	As school sites determine their college and career readiness needs, they will evaluate their needs and utilize the support of a career center technician or an additional college counseling needs through the SPSA process. Ensure that ALL high schools/school of choice have a dedicated career/college guidance technician who is highly trained to support all students' needs.	\$317,076.00- LCFFSCG(At Risk)
2.7	Provide support for a Parent Center at school sites who have employed a Family Engagement Liaison. The Family Engagement Liaison will support and monitor parent engagement. They will also support the school sites with the annual parent survey/evaluation, parent attendance at workshops monitoring using OMS, and provide events to help parents navigate the school system.	\$258,486.00- Title I (Site) \$46,838.00- LCFF/SCG(EL)
2.8	Maintain a district-wide safety committee who will support district safety though/by:	\$0

	<ul style="list-style-type: none"> Revise the district--wide safety plan for all school sites and departments annually. Ensure the plan has clear primary and back- up roles and responsibilities for all staff at school sites and the district to perform in an emergency situation. Include professional learning for personal enrichment of staff in CPR, first aide, etc. Performing site assessments to determine potential liabilities and create timelines to address both correction and prevention. Ensuring police, probation and emergency responders are included in the creation of the safety plans. Utilizing a monthly/quarterly calendar of required safety drills (fire, earthquake, and intruder) in compliance with California Education Code, to include submission of evidence to Risk Management. Coordinate the planning and implementation of regular staff training on safety-plans district-wide. 	
2.9	<p>Create a team at each school site for safety and support. The team will meet quarterly to:</p> <ul style="list-style-type: none"> Establish a school site crisis team led by a site administrator with essential personnel to support students and staff in a crisis. Schedule and coordinate training for the team and establish crisis protocols, mental health issues and socio-emotional support skills which staff is informed about annually. Establish and coordinate training for staff on emergency response procedures. Provide revisions to the school site safety plan. 	\$0
2.10	<p>Provide workshops/ professional development opportunities to certificated and classified staff enhance the practices, safety and security of our students and staff. Support customer service training and job alike training for classified staff to ensure high quality service to staff and families. The training will also provide staff with skills and supports to help serve our low income families, and identify foster youth and homeless youth, to ensure they are receiving supplementary services at the school sites</p>	\$52,875.00- LCFF SCG (ATRISK)
2.11	<p>Conduct an annual review of the effectiveness of campus safety officers at all schools and establish guidelines for staffing based on student numbers and safety related incidents. Continue to provide training for safety officers and recruitment/training of substitute safety officers. Contract for law enforcement services for probation officers and school resource officers (SROs) for student safety and SARB. Probation officers will provide on campus supports for at risk students in areas including anger management, drug/alcohol abuse, and other socialemotional programs. Probation Officers and SROs will conduct home visits for students who are chronically absent including homeless and foster youth</p>	\$606,305.00- LCFFSCG
2.12	<p>Based on potential funding resources, VVUHSD will explore hiring Board Certified Behavior Analyst to support identified students with interventions and supports during the 2019-2020 school year. Schools will be selected for services based on academic and behavioral data as well as the duplicated student groups who are demonstrating a need for behavioral intervention. Employment will depend on available funding that may be allocated during the 2019-2020 school year.</p>	\$0

Goal 3: VVUHSD will ensure all students learn in a supportive environment with highly qualified teachers, who are provided opportunities for meaningful professional learning, and who participate in a collaborative culture of continuous improvement for student achievement.

	Actions/Services	Budget
3.1	Establish various Adhoc professional development committees that empowers stakeholders in the planning, implementation and coordination of professional development opportunities. Provide extra duty for staff to attend committee meetings beyond the contractual day.	\$0
3.2	Maintain one central location to store information regarding professional development attendance that is easily accessible. (OMS). Provide consultants, district experts or other services to support staff professional development. Action has remained the same, only budget has been modified.	\$31,476.00 -Title II (District)
3.3	The district will provide equitable professional development for counselors, teachers and administration (site and district) in areas that directly impact student achievement, effective data analysis, EL strategies, student wellness and alignment of district and site goals to the state priorities and dashboard indicators. Allow for consultants and conferences to provide expert professional development. Provide extra pay for staff to attend district designed professional development beyond the contractual day. Design a two day professional development program for certificated staff prior to the start of the school to reinforce best practices, socioemotional learning and curriculum alignment. Employ an evaluative inquiry process to monitor and guide district professional development. A professional learning committee will support the design of the summer professional development.	\$376,356.00 -Title I (District)
3.4	Employ district coordinators to support professional learning and curriculum/content development in the areas of math, science, history/social science and English through district categorical funding. The coordinators will also support other content areas as needed with curriculum/content development. The coordinators will support rigorous curriculum design and curriculum advisory board organization and implementation.	\$74,655.00 -Title II (District) \$298,620.00 -Title I (District)
3.5	Provide professional development for counselors and career center technicians in college entrance requirements, financial aid options for low income students, the Dream Act and other information to increase equitable access to UC/CSU/CC for targeted student groups.	\$20,000.00 -Title II (District)

Goal 4: VVUHSD will establish districtwide uniformity in procedures, policies, and materials to ensure effective implementation of district initiatives designed to increase student achievement.

	Actions/Services	Budget
4.1	Define and promote VVUHSD expectations for staff, students and parents through the following: <ul style="list-style-type: none"> • Investigate programs to support customer service expectations and continue to use climate data to guide the direction of classified professional development in customer service expectations. • Provide annual training for all staff on district policies and procedures. 	\$0

4.2	Student Support Services and the Central Enrollment Center will collaborate with outside agencies to provide a collaborative network with referral resources for housing, food, clothing and health services. Student services and health services will begin exploration of clinical counseling services, psychologist interns, counseling interns or other programs to provide additional services. Expand the availability of resources or on-site support utilizing local counseling agencies and community support services including Desert Mountain SELPA and County Mental Health for students and their families.	\$20,000.00 -Title I (District)
4.3	Design and offer district and/or school competitions/celebrations to encourage school connectedness and celebrate achievement of low income and at risk students which will include, but not be limited to: National College Signing Day, Pathway Completion Achievement, Science and Engineering Fair Awards, Visual and Performing Arts Achievements, National History Day Competition, Reclassification Ceremony, Etc. Implement / maintain district and/ or site supported student recognition programs such as: Renaissance, Honor Roll, National Honor Society, Student of the Week, It's a Gas to go to Class	\$8,000.00 -LCFFSCG (At Risk)
4.4	Develop an open choice transition program for Special Education students ages 18-22 to continue with life skills and workability training. If increased funding through the workability program is available, restore the clerical position to support workability.	\$0
4.5	Each school site and district division will establish the following: (strategic plan) <ul style="list-style-type: none"> • Organization flow chart • Division of responsibilities • Commonly used forms on the district website • Flowcharts to help navigate specific commonly requested processes • Protocols and timelines for common/annual processes, procedures and events • Quarterly calendar of required safety drills (Fire, Earthquake, Intruders) 	\$0
4.6	Provide annual training for classified staff in the following areas: (strategic plan) <ul style="list-style-type: none"> • Customer service • Division specific skills • Safety protocols 	\$0
4.7	Align graduation requirements so that every student in VVUHSD on a diploma track will complete the CU/CSU college entrance requirements for graduation.	\$0

Goal 5: VVUHSD will focus on student and staff wellness to promote student academic success through the design and support of programs in attendance, responsible behavior, positive attitudes, and social-emotional learning.

	Actions/Services	Budget
5.1	District divisions and schools sites will establish committees and conduct committee meetings to review and update protocols and procedures on an annual basis. Stakeholders will provide input to ensure equity and compliance for all federal, state and district policies.	\$0
5.2	Maximize use of the district website as an essential tool to communicate and provide resources to all stakeholders. Explore the use of Early Warning System provide real time data on at-risk students to counselors, teachers and site administration. Student groups will be disaggregated to monitor foster youth, homeless youth, students with disabilities, and English learners.	\$15,000.00

5.3	Utilize team building strategies district-wide during collaboration, meetings and classroom instruction to increase the positive attitudes towards learning and in the workplace to promote the district shared belief that positive relationships foster success.	\$0
5.4	Explore and/or expand programs at school sites to include peer to peer student support.	\$30,000.00 -Title I (District)
5.5	Ensure Foster Youth district liaison has adequate training, knowledge, and resources to carry out responsibilities (Ed. Code 48853.5) to reduce the effects of mobility for our foster youth. The district liaison will continue with professional development on homeless and foster youth as well as support/organize professional development for all district staff. The district liaison will maintain a database for foster youth and homeless youth contact information and coordinate with school site homeless liaisons.	\$5,000.00 -LCFF-SCG (At Risk) \$1,000.00 -Title I (District)
5.6	Employ intervention teachers to target student social-emotional wellbeing and reduce behavior incidents on campus of target groups (OCI). The Intervention teacher will also support PBIS by implementing strategies during small group support and schoolwide initiatives. Revise job description and ensure position fidelity. School sites will implement an SEL curriculum to be used by the intervention teacher for additional support.	\$462,896.00 -Title I (Site)
5.7	Based on potential funding resources, VVUHSD will explore hiring a Director of Comprehensive Student Support and Child Welfare & Attendance to review student suspension and expulsion data, administer all expulsion procedures, review inter and intra district transfers, coordinate/conduct attendance and suspension interventions, coordinate independent study programs, assist with GED program development, assist with foster youth support programs, McKinney Vento support programs, District Liaison for County Probation, 504 LEA Coordinator, student Title IX issues, supervise and provide support for district-wide PBIS implementation, support a district parent engagement center, address OCR and disproportionality issues with targeted groups and collect/review a variety of data related to LCAP. The Director of Comprehensive Student Support (CWA) will review all district-wide data monthly, with a focus on identifying the highest number of Ed Code infractions for the purpose of creating and monitoring appropriate interventions. During the implementation of PBIS, data will be used to modify and employ behavior expectation standards at each school site as well as maintain an updated district-wide discipline matrix outlining interventions and restorative justice practices.	\$0
5.8	School sites will have the opportunity to use supplementary funding to contract Licensed Family & Marriage Therapist for schools with suspension and expulsion data that indicates additional support and interventions are needed in the area of social--emotional learning.	\$69,680.00 -Title I (Site)