



Valley High School

Local Control Accountability Plan (LCAP) 2024-2025

Principal: Bridgette Kemp-Bell

County-District-School (CDS) Code: 34673143430170

**Elk Grove Unified School District
Elk Grove, California**

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

IV. Goals, Action Plans and Progress Monitoring

Valley High School | Focused Work: 2024-2025

Goal Setting (Icapid: 658)

State Priorities

Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

- All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

Goal 2: Assessment, Data Analysis, & Action

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness

- All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and engage family and community partners.
-

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

As part of the planning process for this LCAP/Annual Review and Analysis, a School Site Council meeting was held in March 19, 2024 and April 16, 2024 to gain input from the community and families. Staff members received a Google document during the first week of April where they were invited to evaluate existing actions and services, as well as make suggestions for new actions and services. A discussion of the results of

evaluation and input of new ideas was held at a VHS Leadership Team meeting, and other staff members on April 11, 2024 and again at a School Site meeting, both on April 23rd.

2. Impact of LCAP and Annual Update

How did these consultations affect the LCAP for the upcoming year?

These consultations affected the LCAP for the upcoming year by providing transparency to the process which provided an opportunity for those who engaged the process to gain a better understanding. Having a better understanding allowed participants to better evaluate the 2023-2024 LCAP and make relevant, informed suggestions for the 2024-2025 LCAP.

Resource Inequities (ATSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.

Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

Data from the needs assessment identified that African American students, Latino students, EL students, Foster Youth students, and Homeless students at Valley High school should be considered while allocating resources throughout every goal in the LCAP. Resources will be distributed to support the instructional and wellness needs of these student groups. The resources within the 2024-2025 LCAP will also be distributed to support community and family engagement partnerships that have the potential to improve student outcomes for these student groups.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard
- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified

Site Goal 1.1 (SiteGoalID: 7690) (DTS: 12/13/23)

Increase the percent of students to be college and career ready as measured by the state accountability measure of College and Career Indicators

- Increase the overall schools A-G completion by 2% from 40% to 42% in completion.
 - Increase our percentage of African-American students at/from 33% to 35%
 - Increase our percentage of Asian students from 51% to 53%
 - Increase our percentage of SWD students from 7% to 8%
 - Increase our percentage of Hispanic students from 37% to 39%
 - increase or maintain the percentage of Homeless students at/from 15% to 16%

Metric: A-G Completion - Percent of Graduates
Completing A-G Requirements

Action 1.1.1 (SiteGoalID: 7690) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Black or African American • Foster Youth • Hispanic or Latino • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>.3 FTE of a Counselor (Career Counselor) to coordinate with other counselors to develop and create a system to monitor ALL Valley scholars in their academic progress by creating a four year plan for each scholar with an aim to be on an A-G and/or College Career Ready pathway. The counselor in collaboration with teachers and Admin will place emphasis on increasing the percentage of African American students and Students with Disabilities who are A-G eligible. This will be accomplished by:</p> <ol style="list-style-type: none">1. Coordinating with our Freshman Academy Counselor to ensure the development &	<p>Progress Monitoring</p> <ul style="list-style-type: none">• The my10year plan data, the CCGI data, A-G progress and completion data, and progress monitoring goals in student IEPs will be used to collect data for this action and service.• The data will be collected at progress report, quarter end, and semester end.• Case managers, counselors, and Data Task force members will collect the data.• The data will be shared with staff and parents.	<p>Evaluation</p>

<p>implementation of a four year plan for the 9th grade class.</p> <p>2. Creating a plan of intervention and support for each scholar in her/his case load to increase A-G completion focusing primarily on targeted scholars.</p> <p>3. Coordinate A-G completion and college and career options (including registration for assessments and college applications assistance)</p> <p>4. Collaborate with site programs such as ASSET's and SEAL Team to coordinate support plans for each scholar that is at-risk of not meeting A-G.</p> <p>(Title I)</p>		
---	--	--

Action 1.1.2 (SiteGoalID: 7690) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Field trips are intended to enhance, connect and support the educational goals of our students and help students relate school experiences to the reality of the world outside of school.</p> <p>The focus of this action is to provide time sheet compensation for individuals who coordinate</p>	<ul style="list-style-type: none"> The student perspective survey and the CHKS will be used to collect data for this action and service. Data will be collected annually. Research and Development will make the surveys available. A site administrator 	

<p>fieldtrips for students identified by ATSI data, African American students and Students with Disabilities. Students will visit college and career sectors, conferences, and field trips.</p> <p>This staff collaborate to identify and recruit students.</p> <p>This staff will create opportunities for students to connect the fieldtrip experience to in-school learning.</p>	<p>will ensure that the survey is administered, and Research and Development will make survey results available.</p> <ul style="list-style-type: none"> • The data will be shared with staff. 	
---	--	--

Action 1.1.3 (SiteGoalID: 7690) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>All students grades 9-12 enrolled in AVID courses, CTE courses, CPA courses will receive tutoring services from college tutors to support academic success in the core academic areas; Math, English, Science, and Social Science</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • The data used to measure the effectiveness of this action and service will be measured by tutor visits to the classes and passage rates in their A-G and CTE courses. • Comparison data to analyze the effectiveness of AVID tutor supported courses and non-AVID supported similar courses will be collected quarterly. • The data will be collected by AVID teachers. • The data will be shared with the AVID Program Specialist, teachers, and parents. 	<p>Evaluation</p>

Site Goal 1.2 (SiteGoalID: 7692) (DTS: 12/13/23)

Valley High School is committed to decrease and/or find other means of support to reduce the number of students earning Ds and Fs after every grading period to increase the percentage of students being A-G eligible by mastering standards in core and elective courses.

With the use of formative and summative assessments in the classrooms and with the support of site programs and services such as ASSET's, IYT, Counseling Dept. and our Multi-Lingual Academic Program for EL's students, targeted subgroups scholars such as Hispanic, African-American, EL's, SWD, & Foster Youth scholars will be monitored of their progress in core subjects as measured by regular grade distribution reports every six weeks. Each core department will focus in decreasing the number of D's or F's by 3% after each grading period and will providing services and opportunities after-school to master or relearn standards by reteaching and allow students to re-take tests to assess the level of proficiency.

Metric:

Action 1.2.1 (SiteGoalID: 7692) (DTS: 12/13/23)

Targeted Student Group(s)

- All • School-wide

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
<p>The goal of this action is to provide teachers and counselors with supplemental materials to help students make connections to learning.</p> <p>This will be accomplished by providing indoor and outdoor supplemental instructional materials, supplies, equipment</p>	<ul style="list-style-type: none">• FONT data, site created survey data, and data reports from the resource companies are the metrics that will be used.• Data will be collected annually• Department Chairs and Program Coordinators will collect data.	

<p>and technology support to teachers, counselors and students with the aim to improve student outcomes.</p> <p>Supplies, equipment and materials may include but are not limited to:</p> <p>Student planners (General) Visual aids (EL) Core Supplies (General) Technology (e.g, cameras, scanners, DocuCameras LCD's...etc) Outdoor learning equipment and supplies Kuta (Math resource) Math Type (math resource) Calculators (General) EL Supplemental materials and supplies Career Planning Consumables College Awareness Consumables Financial Aid Consumables Fiction and non-fiction books in students native languages</p>	<ul style="list-style-type: none"> The data will be shared with staff, admin, and leadership teams. 	
--	--	--

Action 1.2.2 (SiteGoalID: 7692) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Black or African American • EL • Hispanic or Latino • Low Income • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
Provide release days for teachers		

and counselors to collaborate with a focus on improving student outcomes in the core subjects and pathways, to include English, Math, Science, and Social Studies.	<ul style="list-style-type: none"> • Data will be collected from planned agendas and summaries of the released time • Data will be collected as often as these release days happen • The organizer of the release time will collect the data • The data will be shared with the Leadership Team and Admin 	
--	---	--

Action 1.2.3 (SiteGoalID: 7692) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Black or African American • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
<p>Provide funding for three Bilingual Teaching Assistants to help reduce the achievement gap and improve student outcomes for English Learners by providing academic support in various classes.</p> <p>The EL Coordinator will create a schedule of student support for each of the Assistants.</p> <p>The Assistant will communicate with the classroom teacher and the student to determine how best to support.</p> <p>The Assistant will maintain ongoing communication with the EL Coordinator to address fluctuating needs of Valley's ever increasing English Learner population.</p>	<ul style="list-style-type: none"> • TA attendance data to assigned classes will be collected • Site created survey data from TAs and teachers and students being supported by TAs will be collected • Data will be collected quarterly (attendance) • Data will be collected annually (TA support impact on student outcomes) • The EL Coordinator will collect the data • Data will be shared with ELS, Site Admin, ELAC parents, and Valley teachers. 	

Action 1.2.4 (SiteGoalID: 7692) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
<p>Provide funding for online subscriptions and services to different types of software and database platforms that support teaching and learning to improve student outcomes. This may also include, but is not limited to</p>	<ul style="list-style-type: none"> • Software utilization reports will be used to collect data. • Quarterly and annual data will be collected. • Department Chairs, Program Coordinators, site Admin will 	

<p>certification programs, research materials, and assessment tools.</p> <ol style="list-style-type: none"> 1. Noodle tools 2. Turn-it-in 3. NoRedInk 4. Nearpod 5. Edpuzzle 6. FlinnPrep 7. Desmos 8. Adobe Acrobat 9. Quizizz 10. Kahoot 11. CANVA 12. News ELA 13. Listen Wise 14. Note Flight 15. Padlet 16. SMORES 17. Blocket 18. Beanstack 	<p>collect the data.</p> <ul style="list-style-type: none"> • The data will be shared with the Site Controller, Staff, and Admin. 	
---	--	--

Action 1.2.5 (SiteGoalID: 7692) (DTS: 12/13/23)

Targeted Student Group(s)

• All • EL

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Bilingual Teaching Assistants assigned to support English Learners will provide supplemental extended day offerings including homework help and content specific tutoring.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • student attendance in after school tutoring. • Student sign-in sheets. • Grade distribution in core academic areas. • Meetings with at-risk student. • Meetings and phone calls to parents. • This will be ongoing data collection. 	<p>Evaluation</p>

	<ul style="list-style-type: none"> • The EL Coordinator and the After School Administrator will coordinate to collect the data. • Data will be shared with ELAC parents, ELS, and Valley staff and Administrators. 	
--	--	--

Action 1.2.6 (SiteGoalID: 7692) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Provide funding for the purchase consumable materials, supplies and equipment for courses in VAPA:</p> <p>Art, Ceramics, Theater, Band, and Photography</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Data collection will include course enrollment numbers, student performances, and showcase invitations. • Data collection will be both ongoing and annual. • VAPA teachers and Admin supervisors will collect data. • The data will be shared with the Valley staff and District Program Specialist. 	<p>Evaluation</p>

Action 1.2.7 (SiteGoalID: 7692) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Provide funding for one Vice Principal at .5 FTE Duties may include:</p> <ul style="list-style-type: none"> Instructional leadership for interventions Conduct in-depth walk-through Work with department leaders to monitor student learning and analyze data for all students, and specifically African American students and Students with Disabilities. Analysis of best instructional practices and strategies that support Teaching and Learning. <p>(Supp Con)</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Number of walk throughs conducted. Number of teacher/admin. meetings to evaluate data gathered during walk throughs. Number of meetings with department chairs to plan professional development opportunities for grade level or common subject teachers. Grade distribution in core academic areas. Data analysis of summative and formative assessments. Grade /subject level benchmark assessments. Vice Principals will present data related to the PTSGs during leadership and Staff meetings. Vice Principals will meet with Teacher Leaders and Program Coordinators to guide the work of monitoring student academic progress. 	<p>Evaluation</p>

Site Goal 1.3 (SiteGoalID: 7698) (DTS: 12/13/23)

Increase the Overall Honors/AP course enrollment by 2% from 39% to 41%

- Increase the percentage of African-American students enrolled in Honors/AP courses from 20% to 22%
- Increase the percentage of Asian students enrolled in Honors/AP courses from 51% to 53%
- Increase the percentage of SWD students enrolled in Honors/AP courses from 4% to 6%
- Increase the percentage of Hispanic students enrolled in Honors/AP courses from 38% to 40%

Increase the overall percentage of graduates completing a CTE sequence from 23% to 29% .

- Increase the percentage of African-American students completing a CTE sequence from 10% to 13%
- Increase the percentage of Asian students completing a CTE sequence from 31% to 33%
- Increase the percentage of SWD students completing a CTE sequence from 14% to 16%
- Increase the percentage of Hispanic students completing a CTE sequence from 20% to 22%

We will maintain our current goal to increase our students being College and Career ready by 1% from 40.9% to 41.9% prepare.

- Increase the percentage of College & Career preparedness of SWD from 3.1% to 4.1%
- Increase the percentage of College & Career preparedness of African-American students from 15.8% to 17.8%
- Increase the percentage of College & Career preparedness of Asian students from 53.7% to 55.7%
- Increase the percentage of College & Career preparedness of English Learners students from 19.8% to 21.8%
- Increase the percentage of College & Career preparedness of Hispanic students from 39.9% to 41.9%

Metric: A-G Completion - Percent of Graduates
Completing A-G Requirements

Action 1.3.1 (SiteGoalID: 7698) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Asian • Black or African American • Hispanic or Latino • Low Income • R-FEP • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Provide funding to release counselors and teachers with time during the day or beyond the contracted day to collaborate and partner with local college representatives to increase the number of opportunities for targeted students groups to ensure access to Advanced Education and/or Dual Enrollment</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none">• Counselors and the After School Coordinator will provide and monitor the number of students participating in advanced education and dual enrollment options.• Counselors will monitor the number of credits received by students through advanced	<p>Evaluation</p>

	<p>education, dual enrollment, and articulation agreements.</p> <ul style="list-style-type: none"> • Number of Health Tech students participating in ACES will increase by 15% • By the end of the first 3 weeks of the advanced education course all students in the course will have been met by counselor. • By the end of the school year over 50 students will have participated in advanced education classes. • The CTE Coordinator and Counselors will work together to specifically monitor Asian, Black, Hispanic, Low Income, R-FEP, and SWD students to ensure equitable representation. 	
--	--	--

Action 1.3.2 (SiteGoalID: 7698) (DTS: 12/13/23)

Targeted Student Group(s)

• All • EL • Hispanic or Latino • School-wide

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
<p>Provide funding for supplemental instructional resources and PD to support instructional strategies that meet the academic and social emotional needs of students through programs and pathways such as AVID, AP/Honors, Leadership, PLTW, Entrepreneurship, Fire-Science, Health, Freshman Voyage, ATP and Graphic Design.</p>	<ul style="list-style-type: none"> • Effectiveness of tutorial sessions as evaluated by walkthrough criteria. • AP Enrollment • Grade distribution • Student-connectedness to school • School culture (healthy kids survey) • Site controller will ensure that instructional resources are 	

<ul style="list-style-type: none"> • AVID training and related expenses for teachers and counselors; (AVID) • Supplemental AP study guides for AP courses (Core) • Motivational/industry speakers (Ex. Unity Day, Assemblies, and culturally related speakers) • Supplemental Library book literature circles to support both AP English Literature and AP Spanish Literature reading lists 	<p>coded to the correct CTE goal code and delivered to the appropriate classroom.</p>	
---	---	--

Action 1.3.3 (SiteGoalID: 7698) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Black or African American • EL • Hispanic or Latino • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Provide funding for release time for teachers, including AP teachers to focus on curriculum development and planning that will support students enrolled in AP courses that are academically at-risk.</p> <p>Also, provide access to professional development for Pre-Ap, Honors, and AP locally and out of state,</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Data will be collected around enrollment in AP offerings. • Passage rates of students enrolled in AP Courses. • Passage rates of the AP Test • AP Coordinator will share data specific to African American students, Hispanic students, and students with disabilities. • Data will be shared with site Admin, counselors, and staff. 	<p>Evaluation</p>

Action 1.3.4 (SiteGoalID: 7698) (DTS: 04/29/24)**Targeted Student Group(s)**

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
Action Plan Counselors and or teachers will provide progress monitoring for students enrolled in dual enrollment courses to ensure academic success. Services will be delivered after school and during the summer.	Progress Monitoring Students successfully complete the courses they enroll in Students will drop and add courses in accordance to the rules and timelines of the institution they are enrolled in.	Evaluation

Site Goal 1.4 (SiteGoalID: 7699) (DTS: 12/13/23)

Valley High School is invested in supporting our English Learner students to have access to academic and social-emotional support so that they can be better prepared for college, career and life.

EL Department will create systems of support to monitor and help increase the ELPAC percentage levels where 100% of our EL Scholars are assessed

EL Department will create systems of support to monitor and help increase the percentage on the ELA CAASPP Standard Met or Exceeded by 3% from 16% to 19%

EL Department will create systems of support to monitor and help increase the percentage on the Math CAASPP Standard Met or Exceeded by 3% from 5% to 8%

EL Department will create systems of support to monitor and help increase the percentage on the Reclassification Criteria by 5% from 13% to 18%

EL Department will create systems of support to monitor and help increase the percentage on the a-g completion by 3% from 12% to 15%

EL Department will create systems of support to monitor and help increase the percentage on AP Enrollment by 2% from 11% to 13%

Metric: A-G Completion - Percent of Graduates
Completing A-G Requirements

Action 1.4.1 (SiteGoalID: 7699) (DTS: 12/13/23)**Targeted Student Group(s)**

• EL • Hispanic or Latino • R-FEP

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
Action Plan Provide release time and timesheet compensation for teachers and counselors of English Learners ranging from Newcomers through Long Term English Learners to collaborate and address effective instructional and counseling strategies and supports for students enrolled in core subjects.	Progress Monitoring <ul style="list-style-type: none">Grade distribution, passing rates, SBAC math results, and ELA SBAC results will be collected.CA Dashboard Redesignation Data will be collected annuallyEL Coordinator and counselors will collect the data with a specific focus on R-FEP, EL, and Hispanic students.Data will be shared with EL Coordinator and Program Specialist, Valley Admin, and Valley staff.	Evaluation

Action 1.4.2 (SiteGoalID: 7699) (DTS: 12/13/23)**Targeted Student Group(s)**

• EL • R-FEP

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making

	shared with?	progress?
<p>Action Plan</p> <p>Representatives from the ELS department will provide professional development to teachers in the Multilingual Advocacy Partnership during their monthly meeting for EL and dually identified students.</p> <p>This action and service supports compensation for teachers who participate in the monthly meeting.</p> <p>The EL Coordinator will create a year long PL calendar specific to EL.</p> <p>The calendar will be shared with participating teachers</p> <p>The EL Coordinator will communicate with the supervising Admin to obtain the necessary approvals.</p> <p>The EL Coordinator will use ELS electronic feedback form for EL PD, it is tied to FPM.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • EL walk through data will be collected • Data will be collected quarterly emphasizing results for EL and R-FEP students. • EL teachers will collect the data • Data results will be shared with the EL Coordinator, Admin, and staff. 	<p>Evaluation</p>

Site Goal 1.5 (SiteGoalID: 7700) (DTS: 12/13/23)

Valley High School is committed in supporting ALL Viking scholars to be College, Career and Life ready graduates by

Supporting all 10th grade scholars take the PSAT in the Fall
Supporting all 11th and 12th grade scholars take the updated college entrance assessments
Supporting all 10th, 11th and 12th grade scholars enrolled in AP courses take the AP Exam
Supporting any scholar interested in taking the ACT
Supporting all students with dual enrollment fees
Supporting all 12th grade students in completing the FAFSA

Supporting all 12th grade students by paying the Sac. State and Los Rios community college registration cost if they qualify and meet the criteria to enroll

Metric: A-G Completion - Percent of Graduates
Completing A-G Requirements

Action 1.5.1 (SiteGoalID: 7700) (DTS: 12/13/23)**Targeted Student Group(s)**

• All • Black or African American • EL • Hispanic or Latino • Low Income

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Provide funding for fees associated with post-secondary opportunities:</p> <ul style="list-style-type: none">AP Exam FeesCollege registration feesSAC State 4 All registration feesCRC registration feesTrade school registration feesDual Enrollment feesSupplies necessary for dual enrollment coursesSchool wide assessment participation feesCollege entrance exam fees and registration and testing requirementsASVAB	<p>Progress Monitoring</p> <ul style="list-style-type: none">Dashboard data will be used to measure this action and service.The data will be collected upon completion and participation of registrations, applications, and exams.Counselors will collect the data.The data will be shared with Admin, Staff, and parents, and CDE Dashboard.	<p>Evaluation</p>

Action 1.5.2 (SiteGoalID: 7700) (DTS: 12/13/23)**Targeted Student Group(s)**

• All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-	<ul style="list-style-type: none">How will you measure implementation?	<ul style="list-style-type: none">Are you making progress towards your desired

risk students.	<ul style="list-style-type: none"> • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>outcome?</p> <ul style="list-style-type: none"> • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Provide funding for Counselors and Math teachers to collaborate to create and deliver Financial Literacy Workshops to be offered to all 11th and 12th grade students. Counselors and Math teachers will ensure that African American students and Students with Disabilities are included in these workshops.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Student interest survey will be used to collect data. • Counselors will collect the data quarterly reflecting student participation • Counselors will collect the data • The data will be shared with Math teachers and Counselors. 	<p>Evaluation</p>

Site Goal 1.6 (SiteGoalID: 7701) (DTS: 12/13/23)

Increase the overall English Proficiency levels by 3% from 47% to 50%

- Increase English Learner ELA proficiency levels by 3% from 19% to 19%
- Increase African American ELA proficiency levels by 3% from 31% to 34%
- Increase Student with Disability ELA proficiency levels by 2% from 8%% to 10%
- Increase Hispanic ELA proficiency levels by 3% from 48% to 51%

Increase the overall Math Proficiency levels by 3% from 19% to 21%

- Increase English Learner Math proficiency levels by 3% from 5% to 8%
- Increase African American Math proficiency levels by 3% from 15% to 18%
- Increase Student with Disability Math proficiency levels by 2% from 2% to 4%
- Increase Hispanic Math proficiency levels by 3% from 17% to 20%

Metric: A-G Completion - Percent of Graduates
Completing A-G Requirements

Action 1.6.1 (SiteGoalID: 7701) (DTS: 12/13/23)

Targeted Student Group(s)

- Black or African American • EL • Hispanic or Latino • SWD

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan Provide funding for release time for teachers to analyze the SBAC Math and ELA performance task data and create instructional best practices that improve student outcomes for all students., including students identified by ATSI data. Continue staff PD for a deeper dive into effectively written and communicated learning targets and success criteria that clearly connect to content area standards and provide teacher and student clarity.	Progress Monitoring <ul style="list-style-type: none"> SBAC test data for ELA and Math will be used This data will be collected annually The English Dept Chair and the Math Dept Chair will collect the data The data will be shared with Math, ELA, and SPED teachers to address the needs of SWD, EL, and African American students. 	Evaluation

Site Goal 1.7 (SiteGoalID: 7905) (DTS: 05/13/24)

The Valley Region will work collaboratively to implement and measure the principles of High Quality Instruction. We will closely monitor data related to active participation.

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Action 1.7.1 (SiteGoalID: 7905) (DTS: 05/13/24)

Targeted Student Group(s)

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at- 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired
---	---	--

risk students.	<ul style="list-style-type: none"> How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<p>outcome?</p> <ul style="list-style-type: none"> What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <ul style="list-style-type: none"> In the Valley Region, implementation of effective active participation will increase from 67.6% to 70% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC). <ul style="list-style-type: none"> Student survey data regarding whether their teacher asks questions, and gives enough time to come up with an answer, will increase from 64% to 72%. Teacher survey data regarding the current level of implementation of active participation will increase from 81.6% to 83%. FONT implementation data will increase from 45.3% to 50%. Student survey data regarding whether their teacher expects all students to participate every day will increase from 74.7% to 77%. Actions <ul style="list-style-type: none"> Regional PD centered around active participation Explicit teaching of appropriate wait/completion time Measure <ul style="list-style-type: none"> Weekly walk-throughs (FONT) Teacher Survey Data Students Survey Data Principal documentation of Walk-Throughs Share goals with teachers 	<p>Progress Monitoring</p> <p>Survey data FONT Walk Through Data Professional Learning Opportunities</p>	<p>Evaluation</p> <p>We will evaluate active participation data utilizing the PIC We will evaluate FONT data We will evaluate Professional Learning participation</p>

Funding Sources for District Goal 1 (DEV - LCAP ID: 658)

Funding Source	Amount	Description of Use
----------------	--------	--------------------

Title I – Basic (4900/3010)	46000	Certificated- Salaries
Title I – Basic (4900/3010)	50000	Certificated- Timesheets
Title I – Basic (4900/3010)	142000	Classified- Salaries
Title I – Basic (4900/3010)	30000	Classified- Timesheets
Title I – Basic (4900/3010)	70000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	35000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	97900	Certificated- Salaries
Supplemental/Concentration (7201/0000)	40000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	25000	Classified- Timesheets
Supplemental/Concentration (7201/0000)	45000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	25000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	5000	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	5000	Classified- Timesheets
EL Supplemental (7250/0000)	5000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	5000	Materials/Supplies/Equipment

District Strategic Goal 2:

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- Test Participation Rate on Districtwide Assessments

Site Goal 2.1 (SiteGoalID: 7702) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Action 2.1.1 (SiteGoalID: 7702) (DTS: 12/13/23)**Targeted Student Group(s)**

Action Plan <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan Create opportunities for Compass Crew Teams to be part of the work of assessment planning and data tracking in order to plan, develop and assess data. The Student Achievement Compass Crew in collaboration with Department Chairs will create an assessment calendar to include all required State, District, and Site assessments. We will also create a plan to follow up on students who missed exams in order to achieve our 95% completion goal.	Progress Monitoring <ul style="list-style-type: none"> • Illuminate, SBAC and other assessment data will be used to measure this action • The data will be collected quarterly • Curriculum Coaches may be asked to assist with data collecting • The data will be shared with staff. 	Evaluation

--	--	--

Action 2.1.2 (SiteGoalID: 7702) (DTS: 12/13/23)**Targeted Student Group(s)**

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Provide release time for staff through departments and PLCs to receive professional development around data analysis.</p> <p>The data task force and department chairs will work collaboratively to coordinate PL.</p> <p>Instructional Coaches will support the PL</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none">• Formative assessment will be used during the PL to determine teacher comprehension• Data will be collected to reflect the frequency of PL• Instructional Coaches, and/or Department Chairs will collect the data• The data will be shared with Admin and teachers.	<p>Evaluation</p>

Site Goal 2.2 (SiteGoalID: 7703) (DTS: 12/13/23)

- 95% of sophomore students will participate in the PSAT
- 75% of EL Students will demonstrate progress toward English Proficiency
- Increase the percentage of parents participation in the District Parent Survey from 77% to 85%
- Increase the percentage student participating in the California Healthy Kids Survey - 9th grade from 75% to 85% - 11th grade from 56% to 75%
- Increase the percentage of Seniors participating in the Senior Survey from 90% to 95%
- 95% of students enrolled in an AP course will take the AP test in which they are enrolled
- Increase the percentage of staff participation in the LCAP Survey from 74% to 80%
- 90% of students will complete CCGI Enrollment
- 100% of EL Students will take the ELPAC

Action 2.2.1 (SiteGoalID: 7703) (DTS: 12/13/23)

Targeted Student Group(s)

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>ELPAC Coordinator will collaborate with EL Coordinator, EL Administrator and our Multi-Lingual Advocates Partnership team (MAP) to develop and implement a testing calendar to administer and keep track of all EL Students that need to be assessed either on the Initial and/or the Summative versions of the ELPAC.</p> <p>EL Coordinator in collaboration with MAP Team will create opportunities to administer, evaluate and analyze the ELPAC data to create a targeted plan of support for EL students to look at gaps that are keeping our EL students from being reclassified)</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> ELPAC data Initial assessments number of EL students being reclassified EL Instructional Rounds Data Professional Development Agendas and Feedback SIOP Team meeting agendas and minutes Formative Assessment Data Teacher Release Agendas and Meeting minutes Surveys Data driven assessments Illuminate PICSee 	<p>Evaluation</p>

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	47331	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	35000	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	10000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	5000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	5000	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	2000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	2000	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	2000	Classified- Timesheets
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 3:

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Cohort Graduation Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

Site Goal 3.1 (SiteGoalID: 7691) (DTS: 12/13/23)

Increase student access and participation in enrichment activities that may lead to an increase in the social and emotional well being of all students. Freshman Voyage may be instrumental with reaching this goal as 67% of all Freshman are cohorted. Multiple data points will be collected at Progress, Quarter, Semester, and End of Year increments. Freshman Voyage teachers and cohort leaders meet regularly during a common prep to discuss data and monitor student outcomes as they relate to graduation completion.

Valley will increase school completion rates of the Perspectives Survey with all stakeholders

- Students by 5% from 81% to 86%
- Parents by 5% from 77% to 82%
- Staff by 5% from 79% to 84%

Metric: Cohort Graduation Rate

Action 3.1.1 (SiteGoalID: 7691) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Asian • Black or African American • Hispanic or Latino • Low Income • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
Provide funding for registration and other fees for extra-curricular activities and opportunities for students to attend off-campus competitions and workshops such as, but not limited to:	<ul style="list-style-type: none"> • Registrations to competitions and student participation data will be collected • Teachers and advisors of the programs or classes will collect the data 	

<ul style="list-style-type: none"> • VEX Robotics • Engineering competitions • Mathletes • VAPA Competitions • Key Club district convention 	<ul style="list-style-type: none"> • The data will reflect the frequency of student involvement • The results will be shared schoolwide as well as community wide. 	
--	--	--

Action 3.1.2 (SiteGoalID: 7691) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Black or African American • Hispanic or Latino

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Increase opportunities for out of school enrichment activities that provide real world skills to students.</p> <p>Provide funding for students in academies and pathways to receive industry training in topics related to English, Math, Science, and Social Studies. Topics to include robotics, engineering, spoken word, theater, student Leadership, yearbook and other related activities.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Student participation and completion rate data will be collected • Teachers and Advisors will collect the data • The data will be collected to reflect participation, especially the participation of African American and Latino students. • The results will be shared schoolwide and community wide. 	<p>Evaluation</p>

Action 3.1.3 (SiteGoalID: 7691) (DTS: 12/13/23)

Targeted Student Group(s)

• Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Native Hawaiian or Pacific Islander • SWD

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Provide academic field trip opportunities to clubs, pathways and programs tied to academic goals and objectives.</p> <p>1. Field trips provided for clubs and activities including participation at Caesar Chavez Day, SAYS Poetry Slam, BSU, Leadership events, art exhibitions, and science museums.</p> <p>2. Field trips for CTE Pathways and programs such as PLTW, Fire Science, Entrepreneurship, Graphic Design, AVID, ASB, and Freshman Voyage</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Student participation data will be collected Fieldtrip coordinator will collect data The data will be collected with an intentional effort to recruit Asian, African American, Latino, SWD, EL, Foster Youth The data will be shared with programs, schoolwide and community wide. Data will be collected specifically on students in the Freshman Voyage to monitor their participation in activities, participation in fieldtrips, and their connection to extra curricular activities. This data will assist with measuring the effectiveness of the Freshman Voyage to create opportunities and experiences that lead to student wellness and belonging. 	<p>Evaluation</p>

Action 3.1.4 (SiteGoalID: 7691) (DTS: 12/13/23)

Targeted Student Group(s)

- All • School-wide

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome?
---	---	---

	data? <ul style="list-style-type: none"> Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
Provide funding for 1 FTE School Counselor <ul style="list-style-type: none"> Provide academic, social-emotional and behavioral support and counseling to at-risk and low performing students Provide counseling to families to assist students with school and social adjustment problems. Conduct home-visit as appropriate to support with the ability to cope with life's challenges. Provide wellness training to staff. (Title I)	<ul style="list-style-type: none"> The wellness counselor will collect data from district student surveys and EOS survey Data will be collected quarterly The wellness counselor will collect schoolwide data related to student wellness. The data will be shared with staff. 	

Site Goal 3.2 (SiteGoalID: 7693) (DTS: 12/13/23)

Explore and implement proven best practices that will increase student engagement and performance.

Valley is committed to prepare and support all Viking scholars to be college and career ready citizens to thrive in the 21st century by:

Increasing our overall percent of graduating seniors from 91.2% to 94%

- Increase our graduation percentage of African American students from 81.1% to 85.1%
- Increase our graduation percentage of Hispanic students from 90.1% to 94.1%
- Increase our graduation percentage of Student with Disabilities from 74.0% to 76.0%

Decreasing our High School Dropout rate from 4.7% to 3.7%

- Decrease our High School Dropout rate of African American Students from 5.4% to 4.4%
- Decrease our High School Dropout rate of Hispanic Students from 7% to 6%
- Decrease our High School Dropout rate of Students With Disabilities from 8% to 7%

Metric: Cohort Graduation Rate

Action 3.2.1 (SiteGoalID: 7693) (DTS: 12/13/23)**Targeted Student Group(s)**

• Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
<p>Provide opportunities for travel to regional and national conferences for teachers, counselors and admin/leadership to explore professional learning focused on strategies for increasing</p> <ul style="list-style-type: none">College-Career RateStudent EngagementA-GGraduationTeaching & LearningSchool Climate and CultureCommunity and Family Engagement	<ul style="list-style-type: none">Development of new curriculumGrade distribution in targeted areas.CTE teacher participant(s) will upload a conference agenda or brochure to the pathway OPTIC plan as evidence.Presentations from attendees during staff meetings.	

Action 3.2.2 (SiteGoalID: 7693) (DTS: 12/13/23)**Targeted Student Group(s)**

• All • Black or African American • EL • Hispanic or Latino • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
<p>Explore to increase student engagement in the teaching and learning process. The Student Achievement Compass Crew will examine systems and processes for gaps that will identify root causes that may be impeding student achievement such as:</p> <ul style="list-style-type: none"> • Current school schedule, • Teaching and Learning Model and systems • Intervention supports, including Freshman Voyage data. <p>2. Meetings for new teachers to Valley to</p> <ul style="list-style-type: none"> • Reflect on classroom observations made by site leaders • Learn about school's systems and academic programs to support Student Learner Outcomes • Review Teaching and Learning Practices that help with student engagement. • New teaches are trained in the SEL Competencies and Implementation of lessons. • Establish a mentoring program for teachers, and re-create the idea of collegial partners to discuss peer observations. • Compensate, by timesheet, someone to maintain the Google Classroom for Teachers <p>3. Implementation of School Wide PBIS behavioral expectations and Social Emotional Learning Lessons.</p> <ul style="list-style-type: none"> • Viking Counsel will help develop Viking Strong, and Digital Citizenship Lessons. • Mindfulness Lessons and Character Strong lessons will be used. 	<ul style="list-style-type: none"> • grade distribution and completion rates will be used for data collection. • The data will be collected quarterly. • Department Chairs and Viking Council members will collect. • The data will be shared schoolwide. • PBIS TFI data may also be utilized to measure this action. • The action plan will be based on a root cause analysis. This is a work in progress. 	

Site Goal 3.3 (SiteGoalID: 7694) (DTS: 12/13/23)

Valley's goal is to continue to reduce the number of suspensions by implementing strategies to promote student wellness and social emotional support for all students.

Increase the number of stuents involved in extracurricular activites by collecting 5 Star data

Increase the number of students participating in Restorative Practices

Increase the number of students participating in counseling sessions with the Wellness Counselor

Metric: Suspension Rate: Percent of Students Suspended

Action 3.3.1 (SiteGoalID: 7694) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • SWD • White

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Support initiatives that enhance and reinforce academic engagement, persistence, and perseverance in the core subjects; Math, English, Science, and Social Studies. To provide opportunities to students that highlight the connection to academic success and positive student behavior and wellness.</p> <p>1. Provide a motivational speaker to students, staff and parents which will focus in increasing academic awareness.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none">Suspension rates.Incidents of specific negative behaviors on campus.Expulsion ratesparent sign-in sheetsstudent survey datathe number of incentives given out to students.Counselors and Admin will collect this dataThe data will be collected quarterlyData will be shared with Admin and counselors.	<p>Evaluation</p>

<ol style="list-style-type: none"> 2. Recognize the academic success of our ABC Scholars. 3. Build community within the Freshman Voyage with different events throughout the year, including celebratory events to include parents. 4. Provide motivational incentives during the implementation of PBIS goals. 5. Provide motivational incentives for student participants in school wide reading challenges 		
---	--	--

Action 3.3.2 (SiteGoalID: 7694) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • Native Hawaiian or Pacific Islander • SWD • White

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <ol style="list-style-type: none"> 1. Provide release time for Viking Council meetings to discuss issues related to PBIS, Equity and Restorative Practices. 2. Provide timesheet compensation for the development of Viking Time lessons for all grade levels centered on PBIS/ Viking STRONG values. 3. Provide resources and materials that will connect and support the social-emotional learning and wellbeing of students 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Suspension rates. Number of incidents of specific behaviors on campus. Participation in Viking Council meetings. California Healthy Kids Survey Results. Counselors and Admin will collect data and look for improvements for African American, Foster Youth, EL students, and SWD. The data will be shared quarterly. 	<p>Evaluation</p>

<p>including library books.</p> <p>4. This action remains a work in progress to be addressed through the work of the School Culture and Climate Campus Crew. The specific data to be collected will be included in this action once it is identified by the work of this Crew.</p> <p>5. FONT data and Peer Observation data may be used to progress monitor this action.</p>		
---	--	--

Action 3.3.3 (SiteGoalID: 7694) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Provide clerical support for activities supporting student wellness including coordination of student incentives, coordination and scheduling of restorative practices, management of VP administrative time, provide increased parent communication, and improved data compilation.</p> <p>1. Provide .1850 FTE for a Program Assistant Prevention and Intervention</p> <p>(Title I)</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Parent contacts. • Data reports • Calendars showing coordinated activities. • Suspension and expulsion data. 	<p>Evaluation</p>

Funding Sources for District Goal 3 (DEV - LCAP ID: 658)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	108669	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	17744	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	50000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	5000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	5000	Classified- Timesheets
Supplemental/Concentration (7201/0000)	20000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	5000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	30000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	7014	Materials/Supplies/Equipment

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and engage family and community partners.

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- Attendance Rate
- Parents indicating a respectful and welcoming school environment
- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement
- Percent Chronically Absent

Site Goal 4.1 (SiteGoalID: 7695) (DTS: 12/13/23)

Increase family and staff interactions by 25% to build relationships and community with an aim to increase student social-emotional wellbeing and academic achievement. The Leadership Team will continue to explore the solutions to increase Parent Engagement by the continued reading of the book, Engage Every Family: Five Simple Principles by Steve Constantino. Staff will maintain a focus on family engagement by analyzing case studies as part of ongoing PD to improve and increase interactions with families. When appropriate, we will partner with the FACE office.

Increase all parent satisfaction for having a safe school environment based on the LCAP needs survey results. Increase Family and Community Engagement responses to the Perspectives Survey. Increase Family and Community participation in School Site Council and ELAC meetings.

Metric: Parents indicating opportunities for parent involvement

Action 4.1.1 (SiteGoalID: 7695) (DTS: 12/13/23)**Targeted Student Group(s)**

- All
- Low Income

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
Collaborate with the Valley Region Feeder schools to		

coordinate Open House, Back to school night, Feeder school rally, Father Daughter Dance, and other Family Nights.	<ul style="list-style-type: none"> • Regional Admin will meet to plan events • Regional Admin will meet monthly • All admin will collect data • Data will be shared with regional school sites and families 	
---	---	--

Action 4.1.2 (SiteGoalID: 7695) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>School Academic programs and CTE Pathways and counseling department will increase parent and community engagement through Showcase Nights, Parent Lunch Day, awards nights, Cash4College workshops, financial Aid workshops, Saturday financial aid workshops, and more.</p> <p>The School Climate and Culture Task force will work collaboratively and partner with teachers to plan events</p>	<ul style="list-style-type: none"> • parent satisfaction survey results and parent participation will be used to measure this action. • The data will be collected at the frequency of the event. • Program coordinators, department chairs, task force members will collect the data. • The data will be share schoolwide and community wide. 	

Action 4.1.3 (SiteGoalID: 7695) (DTS: 12/13/23)

Targeted Student Group(s)

- All • School-wide

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan Increase the frequency of highly publicized parent and community meetings (ELAC, SSC, H/AP, financial aid, college awareness, and AVID) by providing materials and resources to communicate and publicized meetings (Post-Cards and letters) as well as compensation for phone calls home, as necessary to provide opportunities for positive staff and parent interactions	Progress Monitoring <ul style="list-style-type: none"> Synergy reports, Talking Points reports, and Outlook reports will be used to determine the success of this action The Principal will monitor this action. The data will be collected quarterly. The data will be shared with the Admin Team, the Admin Support Team, and the FACE office. 	Evaluation

Site Goal 4.2 (SiteGoalID: 7696) (DTS: 12/13/23)

Valley's Goal is to decrease the number and percentage of students being Chronically Absent by providing language support to increase communication with parents around the importance of being in school.

Decrease the overall percentage of students being chronically absent by 2% from 28% to 26%

- Decrease the percentage of African American students who are chronically absent by 2% from 43.1% to 42.1%
- Decrease the percentage of Hispanic students who are chronically absent by 2% from 28.4% to 26.4%
- Decrease the percentage of EL students who are chronically absent by 2% from 33.4% to 31.4%
- Decrease the percentage of Students with Disabilities who are chronically absent by 2% from 41.6% to 39.6%

Metric: Attendance Rate

Action 4.2.1 (SiteGoalID: 7696) (DTS: 12/13/23)**Targeted Student Group(s)**

• All • Black or African American • EL • Hispanic or Latino • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Provide funding for bilingual assistance in Spanish, Farsi, and Hmong, and other languages when necessary for increased communication with parents, particularly around attendance and chronic absenteeism.</p> <ol style="list-style-type: none">1. Provide outreach to families to increase awareness of chronic absenteeism and the importance of being in school.2. classified staff may work on short term projects and campaigns. For example, make contact with families to increase Parent Vue registration, make contact with families to encourage school attendance, or make contact with families to increase the completion of the lunch application.	<p>Progress Monitoring</p> <ul style="list-style-type: none">Attendance ratesNumber of students meeting chronic absenteeism guidelines.Phone callsDecrease of SARB letters	<p>Evaluation</p>

Site Goal 4.3 (SiteGoalID: 7697) (DTS: 12/13/23)

Increase promotion of parent involvement in school on CHKS* for 9th grade parents

- African American from 44% to 49%
- Hispanic Latino from 44% to 49%

- Asian from 37% to 42%

Increase promotion of parent involvement in school on CHKS* for 11th grade parents

- African American from 27% to 32%
- Hispanic/Latino from 41% to 46%
- Asian from 39% to 44%.

(*this survey includes teachers communicating with parents about learning expectations, parents feeling welcome to participate and staff taking parent concerns seriously)

Metric: Parents indicating opportunities for parent involvement

Action 4.3.1 (SiteGoalID: 7697) (DTS: 12/13/23)

Targeted Student Group(s)

- School-wide

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Improve school climate and culture by instilling school pride using</p> <ul style="list-style-type: none"> • signage throughout campus to promote a positive school culture and climate. • Positive painted murals • flags and banners reflecting motivational sayings, etc. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Picsee Data • Attendance Rate • PBIS TFI Results • California Healthy Kids Survey • Enrollment schoolwide and in special programs • The principal will collaborate with Admin, custodial services, and the school climate and culture task force. • Data will be collected as needed. • Data will be shared school wide and community wide. 	<p>Evaluation</p>

Targeted Student Group(s)

- All • School-wide

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Provide funding for preparation time, instructional materials, awards, equipment and services, that support</p> <ol style="list-style-type: none"> 1. Opportunities and support to our High-Quality Pathways to showcase their achievements as a form to develop our pathways. 2. Recognize the diversity of our school's culture by highlighting different cultural events and by recognizing student's achievements in different programs that include: <ul style="list-style-type: none"> • Major ethnic groups events <ul style="list-style-type: none"> ◦ Day of the Dead ◦ Mini-Hmong Events ◦ BSU Spotlight on Excellence • Top Ten dinner • Pathways and Programs on campus • Freshman Voyage • Support Program & Volunteer Recognition • California Scholarship Federation (CSF) related expenses: dues, stolls, pins, etc. 	<p>Progress Monitoring</p> <ol style="list-style-type: none"> 1. School's High-Quality Pathway will measure the effectiveness of this action by <ul style="list-style-type: none"> • Monitoring the number of enrolled students and retention in each pathway. • The number of competitions participated-in. • The number of regional school visits per semester • The number of awards in each pathway. 	<p>Evaluation</p>

Action 4.3.3 (SiteGoalID: 7697) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • Foster Youth • R-FEP • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Increase parent engagement and connectedness to school by offering a Parent University.</p> <p>The Leadership Team will continue to consult the Engage Every Family by Steve Constantino materials to inform the development of this action.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Parent enrollment and completion rates will be used to measure this action Data will be collected monthly The principal will collect the data The data will be shared schoolwide 	<p>Evaluation</p>

Funding Sources for District Goal 4 (DEV - LCAP ID: 658)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	20000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	5000	Classified- Timesheets
Title I – Basic (4900/3010)	16000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment

Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Certificated- Salaries
Supplemental/Concentration (7201/0000)	<input type="text" value="5000"/>	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Classified- Salaries
Supplemental/Concentration (7201/0000)	<input type="text" value="2562"/>	Classified- Timesheets
Supplemental/Concentration (7201/0000)	<input type="text" value="10000"/>	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	<input type="text" value="10000"/>	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7250/0000)	<input type="text" value="5000"/>	Certificated- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7250/0000)	<input type="text" value="5000"/>	Classified- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$46000	\$0	\$108669	\$0	\$154669
Certificated- Timesheets	\$50000	\$47331	\$0	\$20000	\$117331
Classified- Salaries	\$142000	\$0	\$17744	\$0	\$159744
Classified- Timesheets	\$30000	\$35000	\$0	\$5000	\$70000
Contracts/Services/Subscriptions	\$70000	\$0	\$50000	\$16000	\$136000
Materials/Supplies/Equipment	\$35000	\$10000	\$0	\$0	\$45000

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$97900	\$0	\$0	\$0	\$97900
Certificated- Timesheets	\$40000	\$5000	\$5000	\$5000	\$55000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$25000	\$5000	\$5000	\$2562	\$37562
Contracts/Services/Subscriptions	\$45000	\$0	\$20000	\$10000	\$75000
Materials/Supplies/Equipment	\$25000	\$2000	\$5000	\$10000	\$42000

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$5000	\$2000	\$0	\$5000	\$12000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$5000	\$2000	\$0	\$5000	\$12000
Contracts/Services/Subscriptions	\$5000	\$0	\$30000	\$0	\$35000
Materials/Supplies/Equipment	\$5000	\$0	\$7014	\$0	\$12014

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

N/A

V. Funding

Valley High School (497) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$682,744	\$373,000	\$92,331	\$176,413	\$41,000	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$307,462	\$232,900	\$12,000	\$35,000	\$27,562	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$71,014	\$20,000	\$4,000	\$37,014	\$10,000	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,061,220	\$625,900	\$108,331	\$248,427	\$78,562	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$682,744	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$378,476	Title I Centralized Services \$0	Title I Preschool \$0

	Signatures: (Must sign in blue ink)	Date
Principal	Bridgette Kemp-Bell	
School Site Council Chairperson	William Namvong	
EL Advisory Chairperson	Fabricio Castro	