



## Valley High School

### Local Control Accountability Plan (LCAP) 2017 - 2018

**Principal:** \_

**(Signature):** \_

**County-District-School (CDS) Code:** 34673143430170

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

Approved by the Elk Grove Unified School District Board of Education on \_

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

## Goal Setting

### 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 have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

#### 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 have an equitable opportunity to learn in a 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 involve family and community partners.

### Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>The LEA consulted with a variety of stakeholder groups to review the 2017-18 LCAP goals and analyze data from the previous year. The school site council met on August 24, August 31, and September 7 to review the prior year's work, student achievement and amend the 2017-18 plan. The School Site Council examined State Accountability Measures, disaggregated data on chronically absent students, graphs of CELDT progress and redesignation rates over time, disaggregated CCI data, graphs of AP participation and performance over time, PSAT performance and participation, and a-g reporting by EL status.</p> <p>The administrative leadership team met on August 24 and September 8 to review the prior year's spending and identify areas of need based on student achievement data. Data discussed included detailed reporting for each of the State Accountability measures and a variety of other measures.</p> <p>The Teacher leadership met on August 29 to conduct a review of long-term measures of student achievement to identify their focus for the year. Data discussed included detailed reporting for each of the State Accountability measures.</p>
Impact of LCAP and Annual Update
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>Consultation with stakeholder groups led to significant changes in the plan. Redundancies in District Goal 1 were eliminated, salary costs and service amounts were adjusted to account for grant funding, one time services and goals that were no longer relevant were eliminated. Under District Goal 2, broader support was provided for student clubs and off campus learning events, students' technological needs were better addressed, and goals regarding student wellness and social emotional supports were revisited. Relatively minor changes were made to District Goal 3 with the consolidation of some elements into more unified goals. Additional elements were added to District Goal 4 including the reimagining of a parent-teacher night, incorporation of home visits into the plan, examination of needs for parent training regarding the new data system, and a discussion of the state of our marquee and the limitations of current funding to address the need.</p>

### Goals, Actions, and Progress Indicators

<p><b>District Strategic Goal 1:</b></p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p><b>District Needs and Metrics 1:</b></p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> <li>● Access to Courses (Honors, AP/IB, CTE)</li> <li>● A-G Completion</li> <li>● AP/IB Exams</li> <li>● CAASPP</li> <li>● Content Standards Implementation</li> <li>● CTE Sequence Completion</li> <li>● EAP</li> <li>● Instructional Materials</li> <li>● Progress toward English Proficiency</li> <li>● Redesignation</li> <li>● Teacher Assignment</li> </ul>
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**Site Goal 1.1**

Increase students' college and career readiness as measured by the state accountability measure of College and Career Indicators (a-g completion, AP passage rates, CTE sequence completion, SBAC results, and dual enrollment completion)

**Metric:** A-G Completion

**Actions/Services 1.1.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide additional student contacts to discuss a-g completion and college and career options including registration for assessments and college applications assistance. <ol style="list-style-type: none"> <li>1. .4 FTE of a counselor (Deisy Padilla)</li> <li>2. 150 days of substitute time for counseling interns at 200.00 per day.</li> </ol>	College Board Research Brief "A Review of the Role of College Counseling, Coaching, and Mentoring on Students' Postsecondary Outcomes" <a href="https://research.collegeboard.org/sites/default/files/publications/2015/1/college-board-research-brief-role-college-counseling-coaching-mentoring-postsecondary-outcomes.pdf">https://research.collegeboard.org/sites/default/files/publications/2015/1/college-board-research-brief-role-college-counseling-coaching-mentoring-postsecondary-outcomes.pdf</a>	<ul style="list-style-type: none"> <li>• Progress monitoring annually for completion of a-g courses by grade level.</li> <li>• FAFSA completion rates.</li> <li>• SAT registration rates.</li> <li>• college application rates to the CSU and Los Rios systems.</li> </ul>

**What funding source will you use?**

- Title I
1. 26,414.00
- Supplemental Concentration
2. 30,102.00

**Actions/Services 1.1.2**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Ensure that all students have access to AP Examinations, SAT and ACT registration and testing requirements, and college registration costs. <ol style="list-style-type: none"> <li>1. AP Exam Fees 9494.00</li> <li>2. SAC State 4 All registration costs 5995.00</li> <li>3. SAT Breakfast expenses.</li> <li>4. Calculators for SAT Exam use. 60 scientific calculators at 17.00 each.</li> </ol>	College Board Research Brief "A Review of the Role of College Counseling, Coaching, and Mentoring on Students' Postsecondary Outcomes" <a href="https://research.collegeboard.org/sites/default/files/publications/2015/1/college-board-research-brief-role-college-counseling-coaching-mentoring-postsecondary-outcomes.pdf">https://research.collegeboard.org/sites/default/files/publications/2015/1/college-board-research-brief-role-college-counseling-coaching-mentoring-postsecondary-outcomes.pdf</a>	<ul style="list-style-type: none"> <li>• Participation rates in SAT examinations.</li> <li>• Participation rates in ACT examinations.</li> <li>• Participation rates in AP examinations.</li> <li>• Number of applications to CSUs submitted.</li> </ul>

**What funding source will you use?**

- Title I
1. 9494.00
  2. 5995.00
  3. 0
  4. 1018.00

**Actions/Services 1.1.3**

**Principally Targeted Student Group**

• All • Black or African American • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Create and sustain support classes for students in Honors/ AP classes, core academic areas, and demanding CTE courses to increase academic achievement, foster perseverance in AP/ Honors coursework, and persistence towards graduation and post-secondary success.</p> <ol style="list-style-type: none"> <li>1. Provide an Academic Program Coordinator to oversee interventions and out of school learning. James Welcome .5 FTE.</li> <li>2. Develop curriculum and write course proposals at the district and UC levels for five support courses outside of contract time. Teacher hourly for 30 hours per course for each of five courses.</li> <li>3. Provide 50% of phone and coverage plan for the Academic Program Coordinator to utilize in carrying out his/her duties.</li> </ol>	<p>"University of Nebraska Student Engagement Project"  <a href="http://k12engagement.unl.edu/strategy-briefs/Academic%20Supports%209-11-14.pdf">http://k12engagement.unl.edu/strategy-briefs/Academic%20Supports%209-11-14.pdf</a></p>	<ul style="list-style-type: none"> <li>• Grade distribution in core classes supported by academic supports.</li> <li>• Persistence in AP/Honors courses.</li> <li>• Completion of High Quality CTE Pathways.</li> </ul>

**What funding source will you use?**

Title I  
 1. 64,667.00  
 3. 400.00

Supplemental Concentration  
 2. 7500.00

**Actions/Services 1.1.4**

**Principally Targeted Student Group**

• Black or African American • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Coordinate with improve Your Tomorrow for the purpose of working with 100-125 low-income, minority males during out of school time to prepare for college and career opportunities.</p> <ol style="list-style-type: none"> <li>1. Stipend for faculty advisor for 100 hours of supplemental supervision.</li> </ol>	<p>"Effectiveness of Mentor Programs"  <a href="https://www.library.ca.gov/crb/01/04/01-004.pdf">https://www.library.ca.gov/crb/01/04/01-004.pdf</a></p>	<ul style="list-style-type: none"> <li>• Graduation rates of targeted students.</li> <li>• a-g rates for targeted students.</li> <li>• GPA of targeted students.</li> <li>• College acceptance fro targeted students.</li> </ul>

**What funding source will you use?**

Title I  
 1. 7240.00

**Actions/Services 1.1.5**

**Principally Targeted Student Group**

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide two part-time Title I Administrators to provide instructional leadership, conduct in-depth walkthroughs and analyses of instructional practices and work with department leaders to monitor student learning on campus. Two .5 FTE administrators.	"Review of research: How leadership influences student learning" <a href="http://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf">http://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf</a>	<ul style="list-style-type: none"> <li>• Number of walkthroughs conducted.</li> <li>• Grade distribution in core academic areas.</li> <li>• a-g completion as measured annually.</li> <li>• Graduation rates.</li> </ul>

**What funding source will you use?**

Title I

1. Dickinson 75,949.00
2. Clark 76,058.00

**Actions/Services 1.1.6****Principally Targeted Student Group**

• All • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide support for Advanced Education and Dual Enrollment opportunities with community college partners.  1. Provide hourly pay for the development of articulation agreements with participating community college partners. 15 hours per course for 0 courses.	Community College Research Center, Teachers College, Columbia University. <a href="https://ccrc.tc.columbia.edu/media/k2/attachments/dual-enrollment-research-overview.pdf">https://ccrc.tc.columbia.edu/media/k2/attachments/dual-enrollment-research-overview.pdf</a>	<ul style="list-style-type: none"> <li>• Number of students participating in advanced education and dual enrollment options.</li> <li>• Number of credits received by students through advanced education, dual enrollment, and articulation agreements.</li> </ul>

**What funding source will you use?**

Title I

1. 0.00

**Actions/Services 1.1.7****Principally Targeted Student Group**

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide supplemental instructional resources for AVID and AP courses.  1. 500 planners for AVID students at 3.00 per planner. 2. Tutorology training for one teacher at 500.00. 3. AVID training and related expenses for 8 teachers at 800.00 per teacher. 4. Easels for six tutorial groups in two classrooms at 200.00 per easel. 5. 15 supplemental AP study guides for 10 AP courses at 20.00 per books.	Review of AVID Research: Impact at the Postsecondary Level.	<ul style="list-style-type: none"> <li>• Effectiveness of tutorial sessions as evaluated by AVID walkthrough criteria.</li> <li>• AP passage rates.</li> </ul>

6. Provide clerical support for processing of AP fee waivers, assistance with registration, and outreach.

**What funding source will you use?**

Title I

1. 1468.00
2. 500.00
3. 6360.00
4. 1870.00
5. 2907.00
6. 6000.00

**Actions/Services 1.1.8**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Train staff and develop curriculum for the expansion of AP offerings with two new courses for the following year.</p> <ol style="list-style-type: none"> <li>1. AP Institute registration and associated costs. 1000.00 for one teacher.</li> <li>2. Out of Contract time for curriculum development and planning for one teachers at 20 hours each.</li> </ol>	<p>The AP Program and Student Outcomes: A Summary of Research  <a href="http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.190.953&amp;rep=rep1&amp;type=pdf">http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.190.953&amp;rep=rep1&amp;type=pdf</a></p>	<ul style="list-style-type: none"> <li>• Enrollment in new AP offerings.</li> <li>• Passage rates of students enrolled in new AP offerings.</li> </ul>

**What funding source will you use?**

Title I

1. 959.00

Supplemental Concentration

2. 1000.00

**Actions/Services 1.1.9**

**Principally Targeted Student Group**

• EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide coordination for EL programs to ensure correct placement, accurate assessment of student needs, review student performance and plan for professional development for EL Partnership Professional Development opportunities.</p> <ol style="list-style-type: none"> <li>1. Release time for Logan Mayne .333 FTE</li> </ol>	<p>"Reparable Harm"  <a href="http://www.ctdev.changeagentsproductions.org/wp-content/uploads/2014/12/reparable_harm_executive_summary_rv.pdf">http://www.ctdev.changeagentsproductions.org/wp-content/uploads/2014/12/reparable_harm_executive_summary_rv.pdf</a></p>	<ul style="list-style-type: none"> <li>• Placements for EL students.</li> <li>• Grade distribution of EL students.</li> <li>• a-g completion rates of EL students.</li> <li>• Number of staff participating in Partnership events.</li> <li>• Evidence of targeted instructional strategies in walkthroughs.</li> <li>• Progress and re-designation rates of English Learners.</li> </ul>

**What funding source will you use?**

EL Supplemental  
1. 23518.00

#### Actions/Services 1.1.10

##### Principally Targeted Student Group

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide access to a copy machine for the production of EL specific lessons and the preparation of professional development materials for the EL Partnership.  1. Provide a copier contract for a designated EL copier located in the EL Coordinator's office.	"Reparable Harm" <a href="http://www.ctdev.changeagentsproductions.org/wp-content/uploads/2014/12/reparable_harm_executive_summary_rv.pdf">http://www.ctdev.changeagentsproductions.org/wp-content/uploads/2014/12/reparable_harm_executive_summary_rv.pdf</a>	<ul style="list-style-type: none"><li>• Grade distribution.</li><li>• EL Placements.</li></ul>

##### What funding source will you use?

EL Supplemental  
1. 375.00

#### Site Goal 1.2

Decrease the number of students earning Ds and Fs in targeted subgroups and school-wide as measured by regular grade distribution reports every six weeks.

**Metric:** Other (Site-based/local assessment)

#### Actions/Services 1.2.1

##### Principally Targeted Student Group

- Foster Youth

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Utilize Viking Time to provide academic and social emotional supports for foster youth.  1. Provide FTE for dedicated Viking Time class.	"Structuring policies and practices to support educational resilience of foster youth" <a href="http://www.fostercareandeducation.org/Database.aspx?EntryId=2060&amp;Command=Core_Download">http://www.fostercareandeducation.org/Database.aspx?EntryId=2060&amp;Command=Core_Download</a>	<ul style="list-style-type: none"><li>• Graduation rate</li><li>• Attendance rate</li><li>• a-g completion rate</li><li>• Suspension rate</li></ul>

##### What funding source will you use?

General Staffing

#### Actions/Services 1.2.2

##### Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide supplemental instructional materials and technological supports to teachers and students to increase academic competence and supplemental learning experiences.</p> <ol style="list-style-type: none"> <li>Supplemental mathematics curriculum. 1200.00 per class for five classes.</li> <li>Notebooks, scissors, tape and gluesticks for creating interactive notebooks in core science classes. 2.00 per student for 800 students.</li> <li>Printing materials for the library to be utilized for research assignments. ink at 750.00. Paper at 820.00. Copy costs at 30.00 per month for the year.</li> <li>Supplemental plays for theater courses in the English Department. 15 copies each of 5 titles at 20.00 per copy.</li> <li>Supplemental laboratory materials for science classes. 3300.00 each for 9 science classes.</li> <li>Graphing calculators for use in higher division mathematics courses. 80 calculators at 148.00 each.</li> <li>Provide supplemental instructional materials students in English and Social Sciences including bilingual dictionaries, materials to implement active reading strategies, and materials for fostering creativity and engagement.</li> </ol>	<p>"The Integral Role of Laboratory Investigations in Science Instruction"  <a href="http://www.nsta.org/about/positions/laboratory.aspx">http://www.nsta.org/about/positions/laboratory.aspx</a></p> <p>"Calculators in the Mathematics Classroom"  <a href="http://ptgmedia.pearsoncmg.com/imprint_downloads/merrill_professional/pdf/technology_and_school_mathematics_ch8_vandewalle.pdf">http://ptgmedia.pearsoncmg.com/imprint_downloads/merrill_professional/pdf/technology_and_school_mathematics_ch8_vandewalle.pdf</a></p>	<ul style="list-style-type: none"> <li>Grade distribution in targeted classrooms.</li> <li>Walkthrough data regarding utilization of checks for understanding.</li> </ul>

**What funding source will you use?**

Title I

- 6000.00
- 1908.00
- 1930.00
- 330.00
- 31321.00
- 11863.00
- 4912.00

**Actions/Services 1.2.3**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide professional development for teachers around instructional best practices.</p> <ol style="list-style-type: none"> <li>Two release days, or the equivalent in out of school time time sheets, for every teacher of a core academic area focused on literacy. 40 teachers at 250.00 per substitute for two days each.</li> <li>2 release days per participating</li> </ol>	<p>"Investigating a Systematic Process to Develop Teacher Expertise: A Comparative Case Study"  <a href="http://www.marzanocenter.com/files/Paul_Mielke_Dissertation.pdf">http://www.marzanocenter.com/files/Paul_Mielke_Dissertation.pdf</a></p>	<ul style="list-style-type: none"> <li>Grade distribution in targeted areas on regular reports every six weeks.</li> <li>a-g completion rates.</li> <li>Graduation rates.</li> </ul>



teacher in Arches ACCESS math training. 9 teachers at 250.00 per substitute for two days.

- One release day, or the equivalent in out of school time time sheets, for each of 20 teachers in outer core areas focused on literacy. 250.00 per substitute.
- Registration for 4 individuals for the CMC North Conference at 1250.00 per participant.
- 4 release days for cross departmental AVID articulation for 8 teachers.
- Provide opportunities for teachers to teach demonstration lessons during their prep times for other members of the department to foster implementation of curricular best practices. 40 Lessons of 90 minutes each.

**What funding source will you use?**

Title I

- 17,000.00
- 4500.00
- 2600.00
- 3398.00
- 6709.00
- 2317.00

**Actions/Services 1.2.4**

**Principally Targeted Student Group**

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide professional development strategies to staff members regarding EL students and dual-identified students. <ol style="list-style-type: none"> <li>Stipends for teachers participating in EL Partnership professional development activities at 500.00 per teacher for 12 participating teachers.</li> </ol>	"Understanding Language: Language, Literacy, and Learning in the Content Areas" <a href="http://ell.stanford.edu/">http://ell.stanford.edu/</a>	<ul style="list-style-type: none"> <li>Grade distribution for EL subgroup.</li> <li>a-g completion for EL subgroup</li> <li>Graduation rate for EL subgroup.</li> </ul>

**What funding source will you use?**

- EL Supplemental funds
- 6000.00

**Actions/Services 1.2.5**

**Principally Targeted Student Group**

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide Saturday Graduation Academy for English Learners and struggling seniors to receive additional supports	"Reparable Harm" <a href="http://www.ctdev.changeagentsproductions.org/wp-content/uploads/2014/12/reparable_harm_executive_summary_rv.pdf">http://www.ctdev.changeagentsproductions.org/wp-content/uploads/2014/12/reparable_harm_executive_summary_rv.pdf</a>	<ul style="list-style-type: none"> <li>Graduation rate of identified students.</li> </ul>

and homework assistance.  
 1. Bilingual assistance in Hmong and Spanish. 5 hours per week for 28 weeks at 18.00 per hour for two teachers.

**What funding source will you use?**

EL Supplemental  
 1. 5025.00

**Actions/Services 1.2.6**

**Principally Targeted Student Group**

• EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide Academic interventions to long term English Learners in the 9th grade focused on academic literacy in content areas.  1. One section of Academic Literacy for 9th grade students with a reduced class size. Logan Mayne .167 FTE	"Understanding Language" <a href="http://ell.stanford.edu/teaching_resources">http://ell.stanford.edu/teaching_resources</a>	<ul style="list-style-type: none"> <li>Grade distribution of participating students in core academic areas.</li> </ul>

**What funding source will you use?**

EL Supplemental  
 1. 11759.00

**Actions/Services 1.2.7**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide a full time Teaching Assistant to facilitate student tutoring in core academic areas, maintain data on tutoring and academic intervention effectiveness and communicate with parents.  1. 1.0 FTE for a Teaching Associate (Ingrid Morales).	"Intervention for failing students: What matters most?" <a href="https://www.edutopia.org/blog/what-matters-most-student-academic-intervention-rebecca-alber">https://www.edutopia.org/blog/what-matters-most-student-academic-intervention-rebecca-alber</a>	<ul style="list-style-type: none"> <li>Quantity of interventions.</li> <li>Number of parent contacts.</li> <li>Grade distribution</li> <li>Graduation rate.</li> </ul>

**What funding source will you use?**

Title I  
 1. 39,356.00

**Site Goal 1.3**

Increase opportunities for out of school learning.

**Metric:** Other (Site-based/local assessment)

Actions/Services 1.3.1

<b>Principally Targeted Student Group</b>		
• All		
<b>Specific Actions to Meet Expected Outcome</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of the Actions/Services?</b>
<p>Provide supplemental extended day offerings including homework help and content specific tutoring.</p> <ol style="list-style-type: none"> <li>23 hours of tutoring, homework help, and bilingual support per week in every core academic area.</li> <li>6 hours of bilingual support for after school tutoring per week at 18.00 per hour for 30 weeks.</li> <li>4 hours per week of ELD instructor support for English Learner after school tutoring for 30 weeks.</li> </ol>	<p>"Issue Brief: Academic Tutoring in High Schools"  <a href="https://www2.ed.gov/rschstat/eval/high-school/academic-tutoring.pdf">https://www2.ed.gov/rschstat/eval/high-school/academic-tutoring.pdf</a></p>	<ul style="list-style-type: none"> <li>Attendance in tutoring.</li> <li>Grade distribution in core academic areas.</li> <li>Graduation rates.</li> <li>a-g completion rates.</li> </ul>
<b>What funding source will you use?</b>		
<p>Title I After School</p> <ol style="list-style-type: none"> <li>34,500.00</li> <li>3240.00</li> <li>5400.00</li> </ol>		

<p><b>District Strategic Goal 2:</b></p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p><b>District Needs and Metrics 2:</b></p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> <li>Assessment System</li> <li>Data and Program Evaluation</li> <li>Student Information System</li> </ul>
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<b>Site Goal 2.1</b>	
Increase the number of common formative and summative assessments aligned to Common Core Standards within departments.	
<b>Metric:</b> Other (Site-based/local assessment)	

Actions/Services 2.1.1

<b>Principally Targeted Student Group</b>		
• School-wide		
<b>Specific Actions to Meet Expected Outcome</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of the Actions/Services?</b>
<p>Maintain a full-time, high-quality Instructional Coach.</p> <ol style="list-style-type: none"> <li>1.0 FTE for Kristina Richardson.</li> </ol>	<p>"Instructional Coaching: Professional Development Strategies That Improve Instruction"  <a href="https://www.annenberginstitute.org/sites/default/files/product/270/files/InstructionalCoaching.pdf">https://www.annenberginstitute.org/sites/default/files/product/270/files/InstructionalCoaching.pdf</a></p>	<ul style="list-style-type: none"> <li>Number of opportunities for professional development provided to staff.</li> <li>Observation of targeted instructional practices as seen in walkthroughs.</li> <li>Teacher retention.</li> </ul>
<b>What funding source will you use?</b>		
<p>Title I</p> <ol style="list-style-type: none"> <li>93,379.00</li> </ol>		

**Site Goal 2.2**

Metric:

**Actions/Services 2.2.1**

**Principally Targeted Student Group**

**Specific Actions to Meet Expected Outcome**

**What is the Research Confirming this is an Effective Practice?**

**How will you Measure the Effectiveness of the Actions/Services?**

What funding source will you use?

**District Strategic Goal 3:**

All students will have an equitable opportunity to learn in a 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:

- Attendance
- Chronic Absenteeism
- Cohort Graduation
- Expulsion
- Facilities
- HS Dropout
- MS Dropout
- School Climate
- Suspension

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 3.1**

Increase student access and participation in enrichment activities.

Metric: School Climate

**Actions/Services 3.1.1**

**Principally Targeted Student Group**

• All

**Specific Actions to Meet Expected Outcome**

**What is the Research Confirming this is an Effective Practice?**

**How will you Measure the Effectiveness of the Actions/Services?**

Provide opportunities for students to attend regional competitions and workshops.

1. Four extra-curricular activities will participate in off-campus competitions such as: speech and debate, Model United Nations, VEX Robotics, and engineering competitions at an

"Robots in K-12 Education: A New Technology for Learning"  
[https://robotics.usc.edu/publications/media/uploads/pubs/RobotsInK12Education\\_Ch15.pdf](https://robotics.usc.edu/publications/media/uploads/pubs/RobotsInK12Education_Ch15.pdf)  
International Model United Nations Association  
<http://imuna.org/>

- Participation and ranking in off campus competitions.
- Student attendance in related preparation activities.

average cost of 500.00 for transportation and enrollment fees.

**What funding source will you use?**

Title I

1. 915.00

**Actions/Services 3.1.2**

**Principally Targeted Student Group**

- All • Black or African American • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Increase opportunities for out of school enrichment activities that provide real world skills to students.</p> <ol style="list-style-type: none"> <li>1. Contract with Square Root Academy to provide two six-week sessions of hands-on engineering institutes to students in the afterschool program at 3500.00 each.</li> <li>2. Provide funding for academic clubs to receive industry training in topics related to the four core. Topics to include robotics, engineering, spoken word, theater, and other related activities. 7 hours a week of teacher hourly for 30 weeks.</li> </ol>	<p>"The Importance of Engineering: Education, Employment, and Innovation"  <a href="https://www.nae.edu/19582/Bridge/119585/119587.aspx">https://www.nae.edu/19582/Bridge/119585/119587.aspx</a></p> <p>"Why Driver's Education is a Must for Teen Drivers"  <a href="https://www.obrella.com/news/why-drivers-education-is-a-must-for-teen-drivers/">https://www.obrella.com/news/why-drivers-education-is-a-must-for-teen-drivers/</a></p>	<ul style="list-style-type: none"> <li>• Student participation and completion rates.</li> </ul>

**What funding source will you use?**

Title I

1. 7000

Title I After School

2. 10500

**Actions/Services 3.1.3**

**Principally Targeted Student Group**

- All • Asian • Black or African American • Hispanic or Latino • Native Hawaiian or Pacific Islander

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide academic field trip opportunities to clubs and organizations tied to academic goals and objectives.</p> <ol style="list-style-type: none"> <li>1. 8 field trips provided for clubs and activities including participation at Caesar Chavez Day, SAYS Poetry Slam, BSU Leadership events, art exhibitions, and science museums at an average cost of 1000.00 per field trip.</li> </ol>	<p><a href="http://educationnext.org/the-educational-value-of-field-trips/">http://educationnext.org/the-educational-value-of-field-trips/</a>            "The Educational Value of Field Trips"</p>	<p>Number of participating students.            Attendance in related activities.</p>

**What funding source will you use?**

Title I  
1. 8175.00

**Site Goal 3.2**

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

**Metric:** Cohort Graduation

**Actions/Services 3.2.1**

**Principally Targeted Student Group**

- All • Black or African American • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide opportunities for teachers to explore professional learning centered on strategies for increasing student engagement.  1. Participation in 4 national conferences such as ASCD, CMC North, or Learning and the Brain for 3 teachers each at an average cost of 1800.00 per teacher.	<a href="http://www.ascd.org/Default.aspx">http://www.ascd.org/Default.aspx</a>	<ul style="list-style-type: none"> <li>• Development of new curriculum</li> <li>• Grade distribution in targeted areas.</li> </ul>

**What funding source will you use?**

Title I  
1. 23622.00

**Actions/Services 3.2.2**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide technology and subscription services to increase student interactions in the classroom. 1. Subscribe to online subscription services for certification and databases for research materials for students. (SamCourse, Noodle tools, turn-it-in, Ebsco, Kuda) 2. Document Cameras to replace those originally purchased by Title I-like funds. 10 document cameras at 550.00 each. 3. LCD projectors to replace those originally purchased with Title I-like funds. 10 projectors at 750.00 each.		<ul style="list-style-type: none"> <li>• Utilization of technology in classrooms.</li> <li>• Grade distribution.</li> <li>• Graduation rates.</li> </ul>

**What funding source will you use?**

Title I  
1. 7737.00  
2. 5603.00  
3. 5873.00

**Actions/Services 3.2.3**

Principally Targeted Student Group				
<p><b>Specific Actions to Meet Expected Outcome</b></p> <p>Explore various methods of increasing student engagement in the learning process.</p> <ol style="list-style-type: none"> <li>1. Provide substitutes and hourly pay for teachers to shadow a student who is almost meeting a-g requirements to effect systemic change. substitutes 8 teachers at 200.00 per day. Hourly pay for pre- and post- meetings for 8 teachers at three hours each for 50.00 per hour.</li> <li>2. Delta Action Group to examine systemic issues with the current schedule and its effect on student learning and achievement. 6 teachers for 3 meetings of an hour each at 50.00 per hour.</li> <li>3. Meetings for new teachers to reflect on classroom observations made by the instructional coach and academic program coordinator with regards to checks for understanding and student engagement strategies and the sharing of best practices. 6 teachers for 8 meetings each at 2 hours apiece at 50.00 per hour.</li> </ol>			<p><b>What is the Research Confirming this is an Effective Practice?</b></p> <p><a href="http://shadowastudent.org/">http://shadowastudent.org/</a></p> <p><a href="https://www.carnegiefoundation.org/blog/why-a-nic/">https://www.carnegiefoundation.org/blog/why-a-nic/</a></p>	<p><b>How will you Measure the Effectiveness of the Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• a-g Rates</li> <li>• Grade Distribution</li> <li>• Teacher retention rates</li> </ul>
<p><b>What funding source will you use?</b></p> <p>Title I</p> <ol style="list-style-type: none"> <li>1. 2185.00</li> <li>2. 270.00</li> <li>3. 3900.00</li> </ol>				

Site Goal 3.3	
<p>Raise awareness and implement strategies to promote student wellness and social emotional supports for students.</p>	
<p><b>Metric:</b> Suspension</p>	

**Actions/Services 3.3.1**

Principally Targeted Student Group		
<p>• Black or African American • EL • Hispanic or Latino • SWD • White</p>		
<p><b>Specific Actions to Meet Expected Outcome</b></p> <p>Support initiatives to implement a system of behavior management techniques to decrease conflict and support PBIS, Equity, Restorative Justice, and practices around wellness.</p> <ol style="list-style-type: none"> <li>1. Provide weekly incentives to students identified by PBIS campaigns on campus. 10 students per week at 3.00 per student for 36 weeks.</li> <li>2. Provide printed materials for students promoting positive behaviors on campus. 1.00 per student for 1500 students.</li> <li>3. Provide staff development opportunities for teachers and administrators around the goals of PBIS and restorative practices. 3 teachers per conference for two conferences at an average cost of 1365.00 per conference.</li> <li>4. Provide whole staff training in restorative practices during January Pre-Service with follow-up in the second term for a total of 3600.00 including presenter fees and expenses.</li> </ol>	<p><b>What is the Research Confirming this is an Effective Practice?</b></p> <p><a href="https://www.pbis.org/">https://www.pbis.org/</a></p> <p><a href="http://restorativejustice.org">http://restorativejustice.org</a></p>	<p><b>How will you Measure the Effectiveness of the Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• Suspension rates.</li> <li>• Incidents of specific negative behaviors on campus.</li> <li>• Expulsion rates</li> </ul>

**What funding source will you use?**

- Title I  
 1. 0.00  
 2. 0.00  
 3. 3925.00  
 4. 3600.00
- PBIS  
 1. 1000.00

**Actions/Services 3.3.2**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide release time for Viking Council meetings to discuss issues related to PBIS, Equity and Restorative Practices. 10 staff members for 8 meetings per year of two hours each at 50.00 per hour. 2. Provide a stipend for the development of Viking Time lessons for all grade levels centered on the ideas of PBIS.	PBIS.org	<ul style="list-style-type: none"> <li>• Suspension rates.</li> <li>• Number of incidents of specific behaviors on campus.</li> <li>• Participation in Viking Council meetings.</li> <li>• California Healthy Kids Survey Results.</li> </ul>

**What funding source will you use?**

- Title I  
 1. 2000.00  
 2. 6000.00

**Actions/Services 3.3.3**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide clerical support for activities supporting student wellness including coordination of student incentives, coordination and scheduling of restorative practices, management of Title I administrative time, provide increased parent communication, and improved data compilation.  1. Provide .1875 FTE for an SOAII (Cathy Ramos)	PBIS.org	<ul style="list-style-type: none"> <li>• Parent contacts.</li> <li>• Compilations of data.</li> <li>• Calendars showing coordinated activities.</li> <li>• Suspension and expulsion data.</li> </ul>

**What funding source will you use?**

- Title I  
 1. 7921.00

**District Strategic Goal 4:**

All students will benefit from programs and services designed to inform and involve 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:



Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 4.1

Increase interaction and communications between staff, parents and the community.

**Metric:** Family and Community Engagement

Actions/Services 4.1.1

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Increase the frequency of highly publicized parent and community meetings and events on campus via ParentVue, School Messenger, Postcards and Home Visits to provide opportunities for positive staff and parent interactions.</p> <p>1. Two visits each to the homes of 25 students.</p>	<p>There are many reasons for developing school, family, and community partnerships. They can improve school programs and school climate, provide family services and support, increase parents' skills and leadership, connect families with others in the school and in the community, and help teachers with their work.</p> <p><a href="https://search.proquest.com/openview/9e3a9e802f80705150dceec414b8ed1c/1?pq-origsite=gscholar&amp;cbl=41842">https://search.proquest.com/openview/9e3a9e802f80705150dceec414b8ed1c/1?pq-origsite=gscholar&amp;cbl=41842</a></p> <p><a href="http://www.tandfonline.com/doi/abs/10.1080/0924345960070402">http://www.tandfonline.com/doi/abs/10.1080/0924345960070402</a></p>	<p>Parent participation in ELAC, SSC, Principal's Community meetings, school-based parent trainings and programs during and after school activities .</p>

**What funding source will you use?**

Title I/FACE

- \$5,000 (Two staff per visit. 50 Visits at 50 per hour)

Actions/Services 4.1.2

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Re-Image the school to provide information to parents/community for campus initiatives.</p> <p>1. Print materials highlighting successful programs on campus. 5000 brochures at .20 each.</p> <p>2. 8 banners or window decals highlighting successful pathways and academic success on campus to be placed in high-visibility areas with</p>	<p><i>School climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.</i></p> <p><a href="http://blogs.edweek.org/edweek/finding_common_ground/2016/06/5_ways_to_foster_a_positive_school_climate.html">http://blogs.edweek.org/edweek/finding_common_ground/2016/06/5_ways_to_foster_a_positive_school_climate.html</a></p>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• California Healthy Kids Survey</li> <li>• Enrollment schoolwide and in special programs</li> </ul>

an average cost of 300.00 each.

**What funding source will you use?**

Title I  
1. 0.00  
2. 0.00

**Actions/Services 4.1.3**

**Principally Targeted Student Group**

• Asian • EL • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide bilingual assistance in Spanish, Farsi, and Hmong for increased communication with parents, particularly around attendance and chronic absenteeism.  1. Hire three paraeducators or teaching associates on a timesheet for an average of 8 hours per week for 36 weeks at 18.00 per hour.	Communicating with Parents: Strategies for Teachers. <a href="http://www.adi.org/journal/ss05/Graham-Clay.pdf">http://www.adi.org/journal/ss05/Graham-Clay.pdf</a>	Attendance rates Number of students meeting chronic absenteeism guidelines.

**What funding source will you use?**

Title I  
1. 17046.00  
  
EL Supplemental  
1. 5343.00

**Actions/Services 4.1.4**

**Principally Targeted Student Group**

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide family and community events highlighting the achievements and culture of major ethnic groups on campus. Costs may include presentations, preparation time, supervision, and instructional materials.  1. 3 events at an average of 1100.00 per event.	<a href="https://www.counseling.org/resources/library/VISTAS/vistas06_online-only/Ziffer.pdf">https://www.counseling.org/resources/library/VISTAS/vistas06_online-only/Ziffer.pdf</a>	<ul style="list-style-type: none"><li>• Attendance at events</li><li>• Parent communications with members of staff</li></ul>

**What funding source will you use?**

Title I  
1. 3200.00

**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.

**IV. Funding**

Valley High School - 497

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2200 Regular Education (9-12) 0000 Unrestricted	0	\$0	\$91,234	\$91,234	\$91,234	\$0	\$0	\$0	\$0
2200 Regular Education (9-12) 0000 Unrestricted	0	\$1,090	\$0	\$1,090	\$1,090	\$0	\$0	\$0	\$0
2201 Regular Education (9-12) - Allocated FTE 0000 Unrestricted	72.6496	\$0	\$7,299,365	\$7,299,365	\$7,299,365	\$0	\$0	\$0	\$0
2222 Results Staffing EGEA (9-12) 0000 Unrestricted	2	\$0	\$200,231	\$200,231	\$200,231	\$0	\$0	\$0	\$0
2230 Non-Instructional FTE (9-12) 0000 Unrestricted	1.5	\$0	\$130,897	\$130,897	\$130,897	\$0	\$0	\$0	\$0
2240 Visual & Performing Arts (VAPA) 0000 Unrestricted	0	\$28,000	\$0	\$28,000	\$28,000	\$0	\$0	\$0	\$0
2270 Extended Day (9-12) 0000 Unrestricted	0	\$0	\$44,520	\$44,520	\$44,520	\$0	\$0	\$0	\$0
2280 Summer School/Extended Learning (9-12) 0000 Unrestricted	0	\$63,988	\$0	\$63,988	\$63,988	\$0	\$0	\$0	\$0
2301 A/B Block Schedule 0000 Unrestricted	3	\$0	\$241,082	\$241,082	\$241,082	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$0	\$15,000	\$15,000	\$15,000	\$0	\$0	\$0	\$0
2340 Secondary Counselors 0000 Unrestricted	3.7	\$0	\$450,113	\$450,113	\$450,113	\$0	\$0	\$0	\$0
2380 Saturday School Allocation (TK-12) 0000 Unrestricted	0	\$6,831	\$0	\$6,831	\$6,831	\$0	\$0	\$0	\$0
4250 Director of Career and Technical Education and College Readiness 0000 Unrestricted	0.5	\$0	\$53,068	\$53,068	\$53,068	\$0	\$0	\$0	\$0
4255 Regional Occupational Program 0000 Unrestricted	1.667	\$0	\$150,304	\$150,304	\$150,304	\$0	\$0	\$0	\$0
4275 AVID Support 0000 Unrestricted	0.4	\$0	\$47,986	\$47,986	\$47,986	\$0	\$0	\$0	\$0
4380 Health Services 0000 Unrestricted	1	\$0	\$46,241	\$46,241	\$0	\$0	\$46,241	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$96,634	\$96,634	\$96,634	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	8	\$0	\$556,285	\$556,285	\$0	\$0	\$556,285	\$0	\$0

<b>7201</b> LCFF Supple/Conc 7 - 12 <b>0000</b> Unrestricted	0	\$0	\$41,602	\$41,602	\$41,602	\$0	\$0	\$0	\$0
<b>7206</b> Academic Competitions <b>0000</b> Unrestricted	0	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0
<b>7218</b> Pre-Advanced Placement, Honors and Advanced Placement Training <b>0000</b> Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
<b>7220</b> Honors/Advanced Placement Coordination <b>0000</b> Unrestricted	0	\$0	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0	\$0
<b>7225</b> Honors/Advanced Placement Outreach (OCR) <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0
<b>7233</b> AVID Support <b>0000</b> Unrestricted	0.0001	\$0	\$8,127	\$8,127	\$8,127	\$0	\$0	\$0	\$0
<b>7250</b> EL Supplemental Program Services 7-12 <b>0000</b> Unrestricted	0.5	\$0	\$60,660	\$60,660	\$55,317	\$0	\$0	\$5,343	\$0
<b>7265</b> Secondary Support Staffing <b>0000</b> Unrestricted	1	\$0	\$60,458	\$60,458	\$60,458	\$0	\$0	\$0	\$0
<b>7270</b> PBIS Coordination <b>0000</b> Unrestricted	0.333	\$0	\$35,516	\$35,516	\$0	\$0	\$35,516	\$0	\$0
<b>7415</b> Family and Community Engagement <b>0000</b> Unrestricted	0	\$0	\$3,500	\$3,500	\$0	\$0	\$0	\$3,500	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>4900</b> Director of Learning Support Services <b>3010</b> NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$623,794	\$623,794	\$421,443	\$93,379	\$88,726	\$20,246	\$0
<b>4250</b> Director of Career and Technical Education and College Readiness <b>3550</b> Vocational Programs: Voc and Applied Tech Secondary II C, Sec 131 (Carl Perkins Act)	0	\$0	\$28,711	\$28,711	\$28,711	\$0	\$0	\$0	\$0
<b>2201</b> Regular Education (9-12) - Allocated FTE <b>4035</b> NCLB: Title II, Part A, Teacher Quality	1	\$0	\$119,146	\$119,146	\$119,146	\$0	\$0	\$0	\$0
<b>5610</b> Food and Nutrition Services Center <b>5310</b> Child Nutrition: School Programs	8.3127	\$0	\$340,088	\$340,088	\$0	\$0	\$340,088	\$0	\$0
<b>5610</b> Food and Nutrition Services Center <b>5320</b> CACFP Claims - Centers and	0.125	\$0	\$6,173	\$6,173	\$0	\$0	\$6,173	\$0	\$0

Family Day Care									
<b>4355</b> Healthy Start <b>5640</b> Medi-Cal Billing Option	1.75	\$0	\$166,805	\$166,805	\$0	\$0	\$166,805	\$0	\$0
<b>4020</b> Secondary Education <b>5832</b> California GEAR UP	0.167	\$0	\$11,148	\$11,148	\$11,148	\$0	\$0	\$0	\$0
<b>4900</b> Director of Learning Support Services <b>5858</b> Title I - Afterschool (rolls to 3010)	0	\$0	\$45,000	\$45,000	\$34,500	\$0	\$10,500	\$0	\$0
<b>3150</b> Independent Living Skills (ILS) <b>6500</b> Special Education	12.875	\$0	\$898,683	\$898,683	\$898,683	\$0	\$0	\$0	\$0
<b>3200</b> Language Speech and Hearing (LSH) <b>6500</b> Special Education	0.55	\$0	\$67,229	\$67,229	\$67,229	\$0	\$0	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	9.625	\$0	\$790,173	\$790,173	\$790,173	\$0	\$0	\$0	\$0
<b>3660</b> Full Inclusion - Paraeducators in lieu of NPA <b>6500</b> Special Education	0.875	\$0	\$33,189	\$33,189	\$33,189	\$0	\$0	\$0	\$0
<b>3680</b> Emotionally Disturbed (ED) - Tier I <b>6500</b> Special Education	1.875	\$0	\$118,774	\$118,774	\$118,774	\$0	\$0	\$0	\$0
<b>3770</b> Full Inclusion <b>6500</b> Special Education	3.4376	\$0	\$112,976	\$112,976	\$112,976	\$0	\$0	\$0	\$0
<b>3650</b> Emotionally Disturbed (ED) - Tier II <b>6512</b> Special Education: Mental Health Services Prop 98	3.484	\$0	\$223,707	\$223,707	\$223,707	\$0	\$0	\$0	\$0
<b>4455</b> Textbook Reimbursement <b>9020</b> Lost/Damaged Textbooks Reimbursement	0	\$38,077	\$0	\$38,077	\$38,077	\$0	\$0	\$0	\$0
<b>4250</b> Director of Career and Technical Education and College Readiness <b>9061</b> ROP CNA Adult Class	0	\$5,932	\$0	\$5,932	\$5,932	\$0	\$0	\$0	\$0
<b>4020</b> Secondary Education <b>9305</b> Miscellaneous Site Donations (<\$1000)	0	\$1,978	\$0	\$1,978	\$1,978	\$0	\$0	\$0	\$0
<b>2200</b> Regular Education (9-12) <b>9307</b> Preliminary Scholastic Aptitude Test (PSAT) Donations	0	\$485	\$0	\$485	\$485	\$0	\$0	\$0	\$0
<b>4350</b> Student Support and Health Services <b>9313</b> Healthy Start Donations	0	\$678	\$0	\$678	\$678	\$0	\$0	\$0	\$0

<b>5280</b> Fiscal Services <b>9314</b> Muriel Vint Memorial - 9-12 Band	0	\$619	\$0	\$619	\$619	\$0	\$0	\$0	\$0
<b>4020</b> Secondary Education <b>9431</b> Healthy Eating Active Living Zone	0	\$432	\$0	\$432	\$432	\$0	\$0	\$0	\$0
<b>4250</b> Director of Career and Technical Education and College Readiness <b>9437</b> Workforce, Education and Training (WET) Grant/Sacramento Co. (DHHS) - Valley High School	0	\$22,705	\$0	\$22,705	\$22,705	\$0	\$0	\$0	\$0
<b>4020</b> Secondary Education <b>9440</b> Cash for College	0	\$300	\$0	\$300	\$300	\$0	\$0	\$0	\$0
<b>4250</b> Director of Career and Technical Education and College Readiness <b>9505</b> CACHE Kaiser Grant - Valley High School	0	\$10,857	\$0	\$10,857	\$10,857	\$0	\$0	\$0	\$0
<b>4020</b> Secondary Education <b>9539</b> Target Donations	0	\$929	\$0	\$929	\$929	\$0	\$0	\$0	\$0
<b>4020</b> Secondary Education <b>9545</b> Toolbox for Education	0	\$3,065	\$0	\$3,065	\$3,065	\$0	\$0	\$0	\$0
<b>4250</b> Director of Career and Technical Education and College Readiness <b>9548</b> Health Career Training Program Grant	0	\$1,489	\$0	\$1,489	\$1,489	\$0	\$0	\$0	\$0
<b>Totals</b>	140.3261	\$187,455	\$13,229,919	\$13,417,374	\$12,043,572	\$93,379	\$1,251,334	\$29,089	

Signatures: (Must sign in blue ink)

Date

Principal **Richard Gutierrez**

School Site Council Chairperson **Mari Carmen Mercado**

EL Advisory Chairperson **Pablo Perez**

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Benefits Calculator for Timesheets	
Certificated	Staff Amount \$
	Benefits Amount \$
Classified	Total \$

