Valley High School

Local Control Accountability Plan (LCAP)
2025-2026

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: 2025-2026

Goal Setting (lcapid: 798) | goalsComplete: 0

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

Goal 2: Targeted Supports & Interventions
- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

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?

In person meetings were held on 4/9/25 (4 pm), 4/10/25 (11:45 am), 4/10/25 (during Open House), 4/11/25 (4 pm), 4/14/25 (11:45 am), 4/14/25 (4 pm), 4/16/25 (8 am), 4/16/25 (11:45 am), 4/17/25 (11:45 am), 4/17/25 (4 pm). These meeting times and dates were open to Valley students and Staff for input and planning.

There was a March 25th School Site Council meeting held at 5:30 pm for families and community members to contribute to the 2025-2026 LCAP. The meeting held during Open House was also an opportunity for families and community to contribute. Two separate meetings, one on April 10th at 7pm and one on April 17th at 7pm were held to allow input from ELAC parents.

2. Impact of LCAP and Annual Update

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

These consultations allowed voice to those who participated. The consultations provided an opportunity for questions, suggestions, clarifications, and recommendations from a variety of education partners. Students attending Valley High School were at the center of the discussions when consulting about the 2025-2026 LCAP and will therefore be the recipients of resources and programs that will aid with preparing them success in high school and beyond. A specific change to the '25'26 LCAP was a streamline in services from tutors. Valley students benefit from the support of tutors, however, we noticed that there was overlap of services and have made an attempt to be more targetted with tutoring services.

Resource Inequities (ATSI, TSI 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.

To address the needs of Valley's growing Newcomer population, additional funding will be allocated to fund a full-time teacher in either Science or Math. This change will allow for smaller class sizes and the ability to differentiate instruction that provides the scaffolds and strategies that support English Language Development.

Another group of Additionally Targeted Students for Improvement is African American Males. Additional funding will be allocated to fund a mentoring program that supports the social emotional health and academic success of this student demographic.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

High-Quality Curriculum, Instruction & Assessment

All students will receive high-quality classroom curriculum, instruction, and assessment 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**

- **Test Participation Rate on Districtwide Assessments**

Site Goal 1.1   (SiteGoalID: 8985) (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 1.1.1   (SiteGoalID: 8985) (DTS: 03/11/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan **CAASP Goal** • Teaching Assistant or Roving Guest Teacher will support small group instruction for students not meeting grade level ELA standards • PLC and release time of 3 days per team for teachers to collaborate and look at data to improve student outcomes in ELA • Provide professional development for teachers to improve first instruction in ELA	**Progress Monitoring** • TA or Roving Guest Teacher will assist with collecting site based assessment data every 4 weeks and re-evaluate student progress towards grade level standards • Teachers will look at common assessment data during PLC and release time and provide the data to the admin team • Administration will collect data through FONT walkthroughs to assess if instructional strategies have been implemented. If yes, Administration will look at assessment data from	**Evaluation**

Certificated Tiemsheets **$8500 (Title I)** **$5000 (Supp Con)** **$3000 (EL Supp)** **Contracts/Services/Subscriptions** **$17,000 (Title I)** **$13,298 (Supp Con)** **$2442 (EL Supp)**	classes implementing new practices compared to classes who are not to see the differences in progress.	

Action 1.1.2   (SiteGoalID: 8985) (DTS: 04/22/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan **Instructional Framework Goal** • Teachers will participate in classroom observations once a quarter/trimester utilizing the description of practice to support implementation of the instructional framework • Teachers will use PLC time and/or release time to develop learning targets for future lessons • Provide professional development with site instructional coach to improve teacher efficacy in	**Progress Monitoring** • Administration will utilize PIC data and collect data through FONT walkthroughs to assess if instructional strategies have been implemented. • Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate success	**Evaluation**

using learning targets to improve student outcomes

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Certificated Timesheets
$8500 (Title I)
$5000 (Supp Con)
$3000 (EL Supp)

Contracts/Services/Subscriptions
$17,000 (Title I)
$13,298 (Supp Con)
$2,442 (EL Supp)

Action 1.1.3   (SiteGoalID: 8985) (DTS: 04/22/25)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
MLE Goals • Certificated staff member to serve as ML/EL Coordinator to provide supplemental support to accelerate language acquisition: ◦ Placement/Enrichment ◦ Supplemental resources to support academic, social-emotional needs ◦ Progress Monitoring through supplemental data analysis	• Monitor student progress of language proficiency utilizing a variety of data points (Wonders ELD assessments, ELPAC practice tasks, Interim Benchmark Assessments) • FONT walkthroughs to identify implementation of research-based best practices for multilingual learners during Integrated	

- - Liaison between site and Department of Multilingual Education
- Timesheet ELPAC Coordinator to organize assessment of students for Initial, Summative, and Alternate ELPAC.

- Timesheet retired or off-contract teachers or credentialed subs to support ELPAC test administration.

- Utilize ML Coach to provide professional development (e.g., Typologies: Newcomer, LTEL, SLIFE, Dually Identified).

- Increase knowledge of research-based practices and stay current with EL policies through professional development (e.g., CABE, ELD Standards Institute).

- Certificated staff will provide before/after school tutoring to support students progress towards English Proficiency.

- Supplemental materials for intervention/enrichment to promote language acquisition.

Certificated Timesheets
$8500 (Title I)
$5000 (Supp Con)
$3000 (EL Supp)

Classified Timesheets
$7500 (Supp Con or EL Supp)

Materials/Supplies/Equipment
$25,000 (Supp Con)
$10,000 (Title I)
$7,500 (EL Supp)

and Designated ELD.

- Utilize ML instructional coach to provide individual classroom follow-up support for site-specific EL professional development.

- English learners who receive a 4 on ELPAC and meet the Basic Skills relative to English Proficient Students criteria will be given the opportunity to show adequate progress and reclassify, as measured by OPTEL.

Contracts/Services/Subscriptions
$17,000 (Title I)
$13,298 (Supp Con)
$2,442 (EL Supp)

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

Targeted Student Group(s)

• EL • Hispanic or Latino • Low Income • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan **Staffing** .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 Monitoring** **Counselor** • The my10year plan data, the CCGI data, A-G progress and completion data, and progress monitoring goals in student IEPs will be used to	**Evaluation**

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 collabortion with teachers and Admin will place emphasis on increasing the percentage of African American students and Students with Disabilitites who are A-G eligibite. This will be accomplished by:

1. Coordinating with our Freshman Academy Counselor to ensure the development & implementation of a four year plan for the 9th grade class.
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.
3. Coordinate A-G completion and college and career options (including registration for assessments and college applications assistance)
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.

Provide funding for two **Teaching Associate** to help reduce the achievement gap and improve student outcomes for English Learners by providing academic support in various classes. (2.0 FTE TA, Title I)

The EL Coordinator will create a schedule of student support for each of the Assistants.

The Assistant will communicate with the classroom teacher and the student to determine how best to support.

The Assistant will maintain

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.

Teaching Associates

- 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.

.5 Vice Principal

- 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.

ongoing communication with the EL Coordinator to address fluctuating needs of Valley's ever increasing English Learner population.

Provide funding for one **Vice Principal at .5 FTE**
Duties may include:

- 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.

Certificated Salaries
$80,093 (Supp Con)
$45,463 (Title I)

Classified Salaries
$147,515 (Title I)

Site Goal 1.3   (SiteGoalID: 9313) (DTS: 04/18/25)

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 1.3.1   (SiteGoalID: 9313) (DTS: 04/18/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan **Resources** The goal of this action is to provide teachers and counselors with supplemental materials to help students make connections to learning. This will be accomplished by providing indoor and outdoor supplemental instructional materials, supplies, equipment and technology support to teachers, counselors and students with the aim to improve student outcomes. Supplies, equipment and materials may include but are not limited to: Visual aids Core Supplies Technology Outdoor learning equipment and supplies Kuta Math Type Calculators EL Supplemental materials and supplies Career Planning Consumables College Awareness Consumables Financial Aid Consumables Fiction and non-fiction books in students native languages **Technology Resources**	**Progress Monitoring** • 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. • The data will be shared with staff, admin, and leadership teams. • 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 coded to the correct CTE goal code and delivered to the appropriate classroom.	**Evaluation**

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 certification programs, research materials, and assessment tools.

Fees
Provide funding for fees associated with post-secondary opportunities:

- AP Exam Fees
- College registration fees
- SAC State 4 All registration fees
- CRC registration fees
- Trade school registration fees
- Dual Enrollment fees
- Supplies necessary for dual enrollment courses
- School wide assessment participation fees
- College entrance exam fees and registration and testing requirements
- ASVAB

Materials/Supplies/Equipment
$25,000 (Supp Con)
$10,000 (Title I)
$7,500 (EL Supp)

Contracts/Services/Subscriptions
$17,000 (Title I)
$13,298 (Supp Con)
$2,442 (EL Supp)

Site Goal 1.4   (SiteGoalID: 9314) (DTS: 04/18/25)

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: CAASPP (ELA, Math, Science) - Distance from Standard

Action 1.4.1   (SiteGoalID: 9314) (DTS: 04/18/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Programs and Collaboration 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. The focus of this action is to provide time sheet compensation for individuals who coordinate 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. This staff collaborate to identify and recruit students. This staff will create opportunities for students to connect the fieldtrip experience to in-school learning. **Tutoring**	**Fieldtrips** * Student Reflections * Student Presentations * Teacher Created Assessments * Class Assignments **Tutoring** • 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. • collected **quarterly.** • The data will be collected by teachers. • The data will be shared with the Program Specialist, teachers, and parents. • Saturday Academy data (attendance, improved grades, course pass rates) **Collaboration** * Agendas * Minutes * Sign in Sheets	

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 Saturday Academy **Collaboration** 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. Release/Planning days for teachers and counselors to address, but not limited to: Honors/AP Program Multilingual Program AVID Program Health Tech Academy Dual Enrollment PLC work SBAC Score Analysis Compass Crews ELPAC **Certificated Timesheets** **$8500 (Title I)** **$5000 (Supp Con)** **$3000 (EL Supp)** **Classified Timesheets** **$7500 (Supp Con or EL Supp)**	* Alignment to Schoolwide Goals

Site Goal 1.5   (SiteGoalID: 9490) (DTS: 04/30/25)

The Valley Region will work collaboratively to implement and measure the principles of High Quality Instruction. We will closely monitor data related to a regionally selected principle of HIgh Quality Instruction badsed on our PIC data. 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).

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%.

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

Action 1.5.1   (SiteGoalID: 9490) (DTS: 04/30/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Actions Regional PD centered around active participation Explicit teaching of appropriate wait/completion time **Measure** Weekly walk-throughs (FONT) Teacher Survey Data Students Survey Data Principal documentation of WalkThroughs Share goals with teachers **Certificated Timesheets** **$8500 (Title I)** **$5000 (Supp Con)** **$3000 (EL Supp)**	Survey data FONT Walk Through Data Professional Learning Opportunities Regional Team Walk Through Data	

Contracts/Services/Subscriptions
$17,000 (Title I)
$13,298 (Supp Con)
$2,442 (EL Supp)

Funding Sources for District Goal 1 (DEV - LCAP ID: 798)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	45563	Certificated- Salaries
Title I – Basic (4900/3010)	42500	Certificated- Timesheets
Title I – Basic (4900/3010)	147515	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	20000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	85000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	80093	Certificated- Salaries
Supplemental/Concentration (7201/0000)	25000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	5000	Classified- Timesheets
Supplemental/Concentration (7201/0000)	50000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	66491	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	15000	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries

EL Supplemental (7250/0000)	10000	Classified- Timesheets
EL Supplemental (7250/0000)	15000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	12208	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

District Needs and Metrics 2:

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

- **African American Disparity**
- **Homeless Student Disparity**
- **Native American Disparity**
- **Students with Disabilities Disparity**
- **Students in Foster Youth Disparity**

Site Goal 2.1   (SiteGoalID: 8895) (DTS: 02/13/25)

During the 2025-2026 School Year, Valley High School will improve the educational experiences for Students with Disabilities in the following areas: ELA and Math CAASPP performance; Chronic Absenteeism; School Climate

Metric: African American Disparity

Action 2.1.1   (SiteGoalID: 8895) (DTS: 02/13/25)

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**

- Work with Special Education teachers and district personnel to develop staff PD focusing on high leverage ELA and Math strategies for use in the classroom.

- Provide professional development on implementing accommodations and interventions.

- By August, Administration will work with Special Education case managers to identify students on their caseloads with previous attendance problems and identify possible reasons.

- Special education teachers will include information about the importance of attendance, attendance policies, and specific student attendance supports, if necessary in all IEP meetings.

- Use FONT data to assess implementation
- Examine Interim Assessment data
- Monitor the number of IEP, 504s, and other studenr meetings
- Case Managers can make a Synergy notaion in the Student Contact log reflecting the attendance conversation.

Certificated Timesheets
$14,166 (Title I)
$1667 (Supp Con)
$1667 (EL Supp)

Classified Timesheets
$5000 (Supp Con)
$5000 (EL Supp)
$5000 (Title I)

Materials/Supplies/Equipment
$3,333 (Title I)
$3,333 (Supp Con)
$3,333 (EL Supp)

Action 2.1.2   (SiteGoalID: 8895) (DTS: 04/30/25)

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
• By August, Administration will work with Special Education case managers to identify students on their caseloads with previous attendance problems and identify possible reasons. • Admin, Counselors, Case Managers and the FACE office will continue Home Visits • Valley High School will identify a Home Visit Coordinator and provide PD for the staff. **Certificated Timesheets** **$14,166 (Title I)** **$1667 (Supp Con)** **$1667 (EL Supp)** **Classified Timesheets** **$5000 (Supp Con)** **$5000 (EL Supp)** **$5000 (Title I)** **Materials/Supplies/Equipment** **$3,333 (Title I)** **$3,333 (Supp Con)** **$3,333 (EL Supp)**	* Provide attendance updates at the Leadership and staff meetings * A representative from the FACE office will proved professional learning on Home Visits.	

Action 2.1.3   (SiteGoalID: 8895) (DTS: 05/01/25)

Targeted Student Group(s)

• Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
• Connect Students with Disabilities with a peer buddy. • Tap into SEL resources for Students with Disabilities. • Utilize PBIS strategies specifically for Students with Disabilities. • Include Life Skills/Social goals in IEPs as determined by case manager. **Certificated Timesheets** **$14,166 (Title I)** **$1667 (Supp Con)** **$1667 (EL Supp)** **Classified Timesheets** **$5000 (Supp Con)** **$5000 (EL Supp)** **$5000 (Title I)** **Materials/Supplies/Equipment** **$3,333 (Title I)** **$3,333 (Supp Con)** **$3,333 (EL Supp)**	* Progress monitor with Rapid Cycle Measures and/or brief student surveys. * Utilize check ins with case managers to progress monitor.	

Funding Sources for District Goal 2 (DEV - LCAP ID: 798)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	42500	Certificated- Timesheets

Program	Amount	Category
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
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)	10000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions
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)	10000	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 3:

Wellness

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: 8896) (DTS: 02/13/25)

Our school will promote a safe, respectful, and inclusive environment that encourages student engagement. For the 2025-2026 school year, our goal is to reduce suspension rates overall and for targeted sub groups by the following percentages:

- Current Data: All students 16.6%; Two or More 24.5%; Hispanic 35%
- Goal by May 2026: All students 11.6%; Two or More 19.5%; Hispanic 30%

Metric: School Climate - Average Favorability Rating

Action 3.1.1   (SiteGoalID: 8896) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Collaboration and Planning • Tier 1 Team will monitor referrals and suspension data at their monthly meetings.	• The designated team member will bring monthly suspension data to Tier 1 Meetings. • As part of the biweekly MTSS meeting, Wellness Counselor will provide the MTSS Team	

- 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:
- Current school schedule,
- Teaching and Learning Model and systems
- Intervention supports, including Freshman Voyage data.
- Meetings for new teachers to Valley to
- 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
- Implementation of School Wide PBIS behavioral expectations and Social Emotional Learning Lessons.
- Viking Counsel will help develop Viking Strong, and Digital Citizenship Lessons.
- Mindfulness Lessons and Character Strong lessons will be used.

Staffing

- 1.0 FTE for Wellness Counselor to meet with

- with student progress on their goal within their MTSS plan.
- Wellness counselor will track discipline data to illustrate fluctuations of total and aggregated suspensions over time (month to month)
- Wellness counselor will track suspensions aggregated by type: 1) type of violation 2) violation category 3) violation location/time of day 4) minor-major violations 5) referrals 6) referred by whom/personnel 7) subgroup (ethnicity, gender, age/grade, etc.)
- Intervention counselor will monitor chronic recidivism and meet with affected students.
- The mentor/vendor will share progress monitoring data related to the goal with the Intervention Coordinator and the process described above will be followed.
- At a staff meeting, school-wide data will be reviewed and a process for analyzing class data will be shared; during PLC time teachers will be given time to analyze their class data. Tiered Fidelity Inventory (TFI) could also be used.
- Notes of Tier 1 team member meetings will be shared during staff meetings to show analysis of suspension data
- and next steps for student support
- Development of new curriculum
- Grade 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.

students with repeated disciplinary incidents who are identified at-risk through the MTSS process. Priority will be given to identified subgroups.

Programs and Resources

- Implement a mentorship program for at-risk students (identified through the MTSS process) where students meet on a weekly basis to monitor academic progress, access academic tutoring, explore college and career planning and receive SEL lessons. (ASSIST, IYT, Sac Connect, timesheet for site-led work). MTSS team and mentor/vendor will work in collaboration to identify a goal for each student participant based on their identified needs.

Professional Learning

- Site led professional development for PBIS, SEL, or restorative practices. (integrating SEL into academic content, Deescalation Techniques). 4-6 weeks after professional development, a Rapid Cycle Measure (RCM) will be given to assess student perceptions. Classroom Conditions and PBIS RCMs will be used.

PL For Targetted Student Supports

Provide opportunities for travel to regional and national conferences for teachers, counselors, staff and admin/leadership to explore professional learning focused on strategies for increasing

- College-Career Rate
- Student Engagement
- A-G
- Graduation
- Teaching & Learning
- School Climate and Culture

- Community and Family Engagement

Certificated Salary
$127,608 (Supp Con)
Certificated Timesheets
$21,250 (Title I) $10,000 (Supp Con)
Classified Timesheets
$250 (Supp Con)
Materials/Supplies/Equipment
$193 (Title I) $12,500 (Supp Con)
Contracts/Services/Subscriptions
$20,000 (Title I) $5000 (EL Supp)

Action 3.1.2   (SiteGoalID: 8896) (DTS: 05/01/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan **SEL Action** 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. 1. Provide a motivational speaker to students, staff and parents which will focus	**Progress Monitoring** • Suspension rates. • Incidents of specific negative behaviors on campus. • Expulsion rates • parent sign-in sheets • student survey data • the number of incentives given out to students. • Counselors and Admin will collect this data • The data will be collected quarterly • Data will be shared with Admin and counselors.	**Evaluation**

in increasing academic awareness.
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

Certificated Timesheets $21,250 (Title I) $10,000 (Supp Con)
Classified Timesheets $250 (Supp Con)
Materials/Supplies/Equipment $193 (Title I) $12,500 (Supp Con)
Contracts/Services/Subscriptions $20,000 (Title I) $5000 (EL Supp)

Funding Sources for District Goal 3 (DEV - LCAP ID: 798)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	42500	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	386	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions

Supplemental/Concentration (7201/0000)	127608	Certificated- Salaries
Supplemental/Concentration (7201/0000)	20000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	5000	Classified- Timesheets
Supplemental/Concentration (7201/0000)	25000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	40000	Contracts/Services/Subscriptions
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)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	10000	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

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: 8897) (DTS: 02/13/25)

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: 8897) (DTS: 02/13/25)

Targeted Student Group(s)

• EL • School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan **MLE Action** • Use translated materials and interpreter services to increase parent engagement • Encourage parent attendance by providing light refreshments and training materials for DELAC. • Provide translation/interpretation support for front office staff (e.g., Talk and Listen Kits, Pocket Talks, etc.) • 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.	**Progress Monitoring** • Track attendance for parents of English learners attending ELAC and other school functions • Monitor use of technology adhering to EGUSD Translation Technology Guidance • Track the number/percentage of parents of EL students who complete the EGUSD perspective survey	**Evaluation**

- Provide outreach to families to increase awareness of chronic absenteeism and the importance of being in school.
- 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.

Certificated Tiemsheets $10,625 (Title I) $2,500 (Supp Con) $1,250 (EL Supp)
Classified Timesheets $1,250 (Supp Con) $1,250 (EL Supp)
Materials/Supplies/Equipment $5,000 (Supp Con)
Contracts/Services/Subscriptions
$2,500 (Supp Con)

Action 4.1.2   (SiteGoalID: 8897) (DTS: 05/01/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
- Describe your step by step plan for intervention, for at-risk students, as related to your goal.	- Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	- Throughout the year, report the results of the formative data as you collect it. - In March, summarize your data collection results. - Based on your summary, what will you adapt/adopt/abandon?
Action Plan **Outreach** Collaborate with the Valley Region Feeder schools to coordinate Open House, Back to school night, Feeder school rally, Father Daughter Dance, and	**Progress Monitoring** - Regional Admin will meet to plan events - Regional Admin will meet monthly - All admin will collect data	**Evaluation**

other Family Nights.

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.

The School Climate and Culture Task force will work collaboratively and partner with teachers to plan events

Improve school climate and culture by instilling school pride using

- signage throughout campus to promote a positive school culture and climate.
- Positive painted murals
- flags and banners reflecting motivational sayings, etc.

Parent University

Increase parent engagement and connectedness to school by offering a Parent University.

The Leadership Team will continue to consult the Engage Every Family by Steve Constantino materials to inform the development of this action.

Certificated Tiemsheets
$10,625 (Title I) $2,500 (Supp Con) $1,250 (EL Supp)
Classified Timesheets
$1,250 (Supp Con) $1,250 (EL Supp)
Materials/Supplies/Equipment
$5,000 (Supp Con)
Contracts/Services/Subscriptions
$2,500 (Supp Con)

- Data will be shared with regional school sites and families
- Synergy reports, Talking Points reports, and Outlook reports will be used to determine the succes 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.

- 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
-

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan **Chronic Absenteeism** 1. In the summer, establish a site Attendance Team to include an SOA, Admin, Teacher, Counselor, RAIT. This team will monitor attendance and determine action steps for students who are chronically absent, including those in the targeted groups. 2. Before school starts, Admin will communicate (electronically, in person, and via mail) to families the absence policy and why it's important to attend school. Continue communications throughout the year. 3. Admin will utilize pre-service, along with staff meetings, to train about district policies and positive messaging about attendance. 4. The Attendance Team will Plan welcoming traditions for our various students, early grade students, and SED, Two or More, & Hispanic student groups. **Certificated Tiemsheets** **$10,625 (Title I) $2,500 (Supp Con) $1,250 (EL Supp)** **Classified Timesheets** **$1,250 (Supp Con) $1,250 (EL Supp)** **Materials/Supplies/Equipment** **$5,000 (Supp Con)** **Contracts/Services/Subscriptions** **$2,500 (Supp Con)**	**Progress Monitoring** Progress Monitoring • Attendance Tech to run the U-ATD1402 Chronically Absent Notification report bi-weekly and will share with the Attendance Team. • Administration will review the PowerBI Attendance Dashboard bi-weekly and share with the Attendance Team. • The Attendance Team will share data with staff at staff meetings and report to the community.	**Evaluation**

Action 4.1.4   (SiteGoalID: 8897) (DTS: 05/01/25)

Targeted Student Group(s)

• School-wide

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

Action Plan
 	
Programs and Resources
 	
Provide funding for preparation time, instructional materials, awards, equipment and services, that support
 	
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:
 	
• Major ethnic groups events
   ◦ Day of the Dead
   ◦ Mini-Hmong Events
   ◦ BSU Spotlight on Excellence
• Pathways and Programs on campus
• Freshman Voyage
• Support Program & Volunteer Recognition
• California Scholarship Federation (CSF) related expenses: dues, stolls, pins
	Progress Monitoring
	
	1. School's High-Quality Pathway will measure the effectiveness of this action by
	
	• 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.
		Evaluation

Certificated Tiemsheets
$10,625 (Title I) $2,500 (Supp Con) $1,250 (EL Supp)
Classified Timesheets
$1,250 (Supp Con) $1,250 (EL Supp)
Materials/Supplies/Equipment
$5,000 (Supp Con)
Contracts/Services/Subscriptions
$2,500 (Supp Con)

Funding Sources for District Goal 4 (DEV - LCAP ID: 798)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	42500	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	10000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	5000	Classified- Timesheets
Supplemental/Concentration (7201/0000)	20000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	10000	Contracts/Services/Subscriptions
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)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

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	$45563	$0	$0	$0	$45563
Certificated- Timesheets	$42500	$42500	$42500	$42500	$170000
Classified- Salaries	$147515	$0	$0	$0	$147515
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$20000	$0	$386	$0	$20386
Contracts/Services/Subscriptions	$85000	$0	$0	$0	$85000

Title I – Basic (4900/3010) Total: **$468,464**

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$80093	$0	$127608	$0	$207701
Certificated- Timesheets	$25000	$5000	$20000	$10000	$60000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$5000	$5000	$5000	$5000	$20000
Materials/Supplies/Equipment	$50000	$10000	$25000	$20000	$105000
Contracts/Services/Subscriptions	$66491	$0	$40000	$10000	$116491

Supplemental/Concentration (7201/0000) Total: **$509,192**

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	$15000	$5000	$0	$5000	$25000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$10000	$10000	$0	$5000	$25000
Materials/Supplies/Equipment	$15000	$0	$0	$0	$15000
Contracts/Services/Subscriptions	$12208	$0	$10000	$0	$22208

EL Supplemental (7250/0000) Total: **$87,208**

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) | 2025-2026

Fund Source *Mgmt. Code / Description* *Resc. Code / Description*	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$468,464	$340,578	$42,500	$42,886	$42,500	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	$509,192	$226,584	$20,000	$217,608	$45,000	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	$87,208	$52,208	$15,000	$10,000	$10,000	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,064,864	$619,370	$77,500	$270,494	$97,500	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$468,464
Subtotal of state or local funds included for this school	$596,400

Title I Centralized Services			
Title I Foster Youth	$0	Title I Homeless	$0
Title I Centralized Services	$0	Title I Preschool	$0