



Valley High School

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Jesse Champion

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: 2026-2027

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 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?

The Valley High School LCAP planning process is an ongoing year-long process. Stakeholders provide ideas and feedback during staff meetings, leadership meetings, ELAC meetings and School Site Council meetings. In addition, parent, student, and staff feedback is gathered throughout the year through various site and district surveys.

School Site Council:

- September 16, 2025
- November 18, 2025
- January 27, 2026
- February 26, 2026
- March 24, 2026
- April 16, 2026
- May 19, 2026

Leadership Meetings

- August 19, 2025
- September 16, 2025
- October 21, 2025
- November 18, 2025
- December 16, 2025
- January 27, 2025
- February 17, 2025
- March 31, 2025
- April 21, 2025

School Site

- August 11, 2025
- January 6, 2026

ELAC Mtgs.

- November 20, 2025
- December 11, 2025
- February 12, 2026
- May 21, 2026

Surveys:

- EGUSD Parent Survey
- EGUSD LCAP Needs Analysis Survey
- EGUSD School Climate Survey

WASC Visiting Committee

2. Impact of LCAP and Annual Update

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

Our WASC visit dictated a great deal of the work we will be doing over the next several years. Our identified WASC goals were:

- Goal 1: Implement Professional Learning Communities (PLCs) with Fidelity:
 - VC Recommendation: Develop and implement curricular maps/pacing guides for all courses within subject areas.
 - VC Recommendation: Explore opportunities for content-area articulation for singletons with other sites in the district
 - VC Recommendation: Identify professional learning needs based on data and develop a professional development plan that is differentiated and relevant, specifically for English Learner population
- Goal 2: Increase Attendance & Reduce Chronic Tardiness
- Goal 3: Reduce Achievement Gaps
 - VC Recommendation: Revise Viking Time to better serve all students and provide data-driven interventions and future readiness planning
 - VC Recommendation: Maximize instructional time to ensure bell-to-bell rigorous instruction in all content areas
- Goal 4: Strengthen Positive, Safe, and Inclusive School Climate
 - VC Recommendation: Explore options to provide more students with translation services within the classroom including peer translators and applicable technology.

These recommendations were reviewed with staff, leadership, School Site Council, and ELAC and were the main driving force behind this plan. Once the plan was built, each of these groups gave feedback on tweaks that they felt were important.

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.

We will be increasing our support for our EL students, particularly our EL Newcomers and LTELs.

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

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

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Develop and implement a comprehensive testing plan to ensure all eligible students are administered required EGUSD assessments (CAASPP, ELPAC, and Illuminate Interims). Establish a clear testing schedule that maximizes participation and minimizes	Progress Monitoring Track assessment participation rates during each testing window with the goal of achieving at least 95% participation for all eligible students. Review participation data daily to identify	Evaluation

instructional disruption. Assign and train staff to support test administration, including proctors and technology support. Provide make-up testing opportunities using support staff, roving substitutes, or adjusted schedules. Communicate testing expectations, schedules, and the importance of participation to students, staff, and families, including multilingual communication as needed. Monitor participation throughout testing windows and implement targeted follow-up for students who are absent or have not completed assessments. Create and implement surveys to provide student voice regarding reasons for a lack of, and ways to improve, participation. We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Certificated Timesheets \$2,500 (Title I) \$2,500 (Supp Con) \$2,500 (EL Supp)	students who have not completed assessments and coordinate make-up testing. Monitor completion rates by subgroup to ensure equitable participation. Maintain records of testing completion and follow-up efforts. Administration and testing coordinators will review participation data weekly during testing periods and at the conclusion of each assessment window. Adjust testing plans, staffing, and communication strategies as needed to ensure all students are assessed.	
--	--	--

Site Goal 1.2

Strengthen PLC implementation focused on data-driven instruction, common assessments, and targeted support for English Learners and other student groups, as measured by a 5-point reduction in CAASPP Distance from Standard.

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

Action 1.2.1

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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.

Action Plan	Progress Monitoring	Evaluation
Establish a consistent PLC schedule for all departments (weekly or bi-weekly meetings) Develop and implement common formative assessments aligned to essential standards During PLC meetings, teachers will: - Analyze student performance data - Identify students who are at risk (D/F, EL, targeted groups) - Plan reteaching strategies and targeted supports Provide dedicated release time for departments and cohorts, including 1–2 full-day release days per year per department or pathway, supported by substitute coverage, to engage in data analysis, common formative assessment development, instructional planning, and targeted intervention design aligned to PLC cycles. Allocate 0.25 FTE of a Vice Principal to support instructional leadership, including conducting classroom walkthroughs, supporting PLC implementation, analyzing formative and summative student performance data, and guiding professional learning to improve outcomes for English Learners and other targeted student groups. We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Certificated Salaries \$45,000 (Supp Con) Certificated Timesheets \$7,500 (Title I) \$7,500 (Supp Con)	Include periodic review of CAASPP, ELPAC, and Illuminate interim assessment data to monitor progress toward proficiency and alignment with district metrics. Collect and review: - Common formative assessment results - Lists of students identified for intervention - PLC agendas and notes Monitor D/F rates for identified students every grading period to support a 3% reduction in students earning one or more D/F grades Conduct regular administrative walkthroughs (FONT) to observe instructional adjustments PLC implementation will be reviewed monthly by administration and department leads	

Action 1.2.2

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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the

		actual implementation. Describe any changes that will be made based on the data collected.
Action Plan Partner with Solution Tree to provide professional development on PLC practices and data-driven instruction Identify instructional focus areas based on student performance data, with emphasis on English Learners Deliver ongoing professional development during staff meetings, collaboration time, and release days Provide differentiated support for teachers based on student needs Implement a Teacher Mentor Program to support new and developing teachers through coaching on instructional planning, classroom management, and student engagement We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Certificated Timesheets \$5,000 (Title I) Certificated Timesheets \$7,500 (Supp Con) Contracts/Services/Subscriptions \$50,000 (Supp Con)	Progress Monitoring Review CAASPP, ELPAC, and interim assessment results to evaluate the impact of professional development on student outcomes. Track teacher participation in professional development sessions Collect feedback from staff on PD effectiveness Monitor implementation through: - Classroom walkthrough data (FONT/PIC) - Evidence of instructional strategies in lesson planning Review student performance data to determine impact	Evaluation

Action 1.2.3

Targeted Student Group(s)

- EL
 - Hispanic or Latino
 - School-wide

Action Plan Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Administration will conduct regular classroom	Progress Monitoring Analyze trends in CAASPP and interim	Evaluation

walkthroughs focused on: • Student engagement • Active participation Provide timely feedback to teachers Use data to identify instructional trends and areas of need We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.	assessment data to determine the effectiveness of instructional adjustments observed during walkthroughs. Track number and frequency of walkthroughs Analyze trends in instructional practices Monitor changes over time Correlate instructional data with student outcomes	
---	---	--

Site Goal 1.3

Increase the percentage of students graduating from Valley High School meeting A–G college entrance requirements by 2%, with a focus on improving outcomes for English Learners and other targeted student groups.

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

Action 1.3.1

Targeted Student Group(s)

• EL • Hispanic or Latino • Low Income

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Utilize student data systems (Synergy, transcripts, counselor tracking tools) to monitor A–G completion for all students Identify students off-track for A–G completion at least once per grading period Counselors and administrators will: • Meet with identified students to review progress • Develop individualized plans for credit recovery and course completion	Progress Monitoring Review A–G completion reports each grading period Monitor D/F rates in A–G courses Track enrollment and completion rates in credit recovery programs Counselors will maintain documentation of student meetings and intervention plans Administration will review progress toward A–G completion quarterly, with the goal of	Evaluation

Implement targeted interventions such as: • Credit recovery opportunities (Edmentum, summer school, after school support) • Schedule adjustments to ensure A–G alignment Provide AP tutoring and exam preparation support to increase student success in advanced coursework. Provide funding to reduce financial barriers to post-secondary access by covering or subsidizing fees associated with college and career readiness opportunities. This includes AP and PSAT exam fees, college application and registration fees, dual enrollment costs (including required materials), college entrance exams, ASVAB testing, and schoolwide assessment participation fees. These supports are intended to increase access, participation, and successful completion of college and career readiness milestones, particularly for unduplicated student groups. Provide ongoing communication with students and families regarding A–G status Allocate 0.6 FTE of a Counselor (College & Career Counselor) to coordinate and expand systems for monitoring four-year plans, A–G progress, and college and career readiness, and to provide targeted interventions for students not on track to meet graduation and post-secondary goals. We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Certificated Salaries \$90,000 (Supp Con) Certificated Timesheets \$3,500 (Title I) Certificated Timesheets \$5,000 (Supp Con) Materials/Supplies/Equipment \$2,500 (Supp Con)	increasing A–G completion rates by 2%	
--	--	--

Action 1.3.2

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Review and adjust the master schedule to ensure increased access to A–G aligned courses Expand opportunities for students to enroll in: - Honors, AP, and CTE pathways aligned to A–G requirements Counselors will actively promote A–G completion during course selection and academic planning Provide support structures within A–G courses, including: - AVID strategies - Academic support periods/interventions Ensure equitable access by removing barriers to enrollment for underrepresented student groups Provide 0.5 FTE for AVID courses to expand access to rigorous, college-preparatory instruction and support systems that promote A–G completion and post-secondary readiness for targeted student groups. Provide 0.5 FTE for Future Ready courses to support students in developing academic, personal, and career readiness skills, including goal setting, organization, and post-secondary planning, with an emphasis on supporting students who may be at risk of not meeting college and career readiness benchmarks. We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Certificated Salaries \$150,000 (Title I) Certificated Timesheets	Progress Monitoring Track AP exam participation and pass rates as additional indicators of access to and success in rigorous coursework. Track enrollment data in A–G courses by subgroup Monitor pass rates in A–G courses each grading period Analyze course completion trends annually Review subgroup data to ensure equitable access and success Administration and counseling teams will review data at least quarterly	Evaluation

\$2,500 (Supp Con)		
Materials/Supplies/Equipment \$2,500 (Supp Con)		

Action 1.3.3

Targeted Student Group(s)

- EL • Hispanic or Latino • Low Income

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Maintain and expand AVID sections across grade levels (9–12) Implement AVID strategies schoolwide to support college readiness and academic success Provide structured support for: • Organization • Note-taking • Tutorial processes Facilitate college and career exploration activities, including: • College visits • Guest speakers • FAFSA and financial aid workshops College visits 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. Counselors and teachers will support students in completing college applications and post-secondary plans We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Certificated Timesheets \$5,000 (Supp Con)	Monitor AP exam participation and performance for AVID students as part of college readiness outcomes. Track AVID enrollment and retention rates Monitor academic performance (grades, GPA) of AVID students Track A–G completion rates of AVID participants to support the goal of increasing overall A–G completion by 2% Monitor college application and FAFSA completion rates Conduct periodic reviews of AVID implementation and effectiveness	

Materials/Supplies/Equipment \$2,500 (Supp Con)		
Contracts/Services/Subscriptions \$40,000 (Title I)		

Site Goal 1.4

Decrease the percentage of students earning one or more D or F grades by 3% each grading period, through systematic progress monitoring, reteaching, and targeted academic interventions, with a focus on English Learners and other targeted student groups.

Metric: Other

Action 1.4.1

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Establish a systematic and early identification process using grade reports and data systems to identify students earning D/F grades at regular intervals (each grading period). Develop and maintain a schoolwide D/F list to track at-risk students Counselors, administrators, and teachers will: - Meet with identified students to review academic progress - Develop individualized intervention plans Implement targeted supports including: - After-school tutoring - Academic intervention periods - Teacher office hours Communicate regularly with families	Review D/F lists each grading period Track changes in student grades across each grading period, with the goal of a 3% reduction in students earning one or more D/F grades Monitor participation in intervention supports (tutoring, academic support, etc.) Counselors and administrators will document interventions and student progress Administration will review schoolwide D/F trends monthly	

regarding student progress and available supports Provide structured tutoring opportunities, including before school, after school, and lunchtime support, for students identified through D/F monitoring and academic intervention systems Provide funding for 2.0 FTE Teaching Associates to support targeted students, particularly English Learners, by providing in-class academic assistance, supporting intervention efforts, and collaborating with teachers to improve student outcomes. Provide 0.667 FTE for a teacher to deliver approved supplemental mathematics courses, including Applied Mathematics (0.333) and Mathematics III A/B Part 1 (0.167 each), to support students who require additional time and instruction to master foundational mathematical concepts and successfully progress through A–G aligned coursework. We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Certificated Salaries \$100,000 (Title I) Classified Salaries \$105,000 (Title I) \$45,000 (EL) Certificated Timesheets \$10,705 (Title I) Certificated Timesheets \$4,075 (EL)		
--	--	--

Action 1.4.2

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.

Action Plan	Progress Monitoring	Evaluation
PLC teams will regularly analyze: • Common formative assessment data • Course failure trends Teachers will: • Identify essential standards where students are not demonstrating mastery • Plan reteaching lessons and differentiated instruction Implement targeted instructional strategies such as: • Small group instruction • Scaffolded supports for EL students Provide structured time during PLC meetings to focus on intervention planning We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Certificated Timesheets \$5,000 (EL)	Collect and review PLC agendas, notes, and assessment data Monitor student performance on common formative assessments Track improvements following reteaching cycles Conduct classroom walkthroughs to observe implementation of strategies Review D/F trends in courses connected to PLC work to monitor progress toward a 3% reduction in D/F rates	

Action 1.4.3

Targeted Student Group(s)

- EL • Hispanic or Latino • Low Income • Two or More

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Expand access to credit recovery programs (Edmentum, summer school, after-school, during the school day options) Identify students in need of credit recovery each semester Provide structured support during the school	Track enrollment and completion rates in credit recovery programs Monitor student progress weekly within credit recovery platforms Review graduation status and credit accumulation each semester	

day (intervention periods, support classes where appropriate) Coordinate efforts between counselors, teachers, and administration to ensure students are enrolled in appropriate recovery pathways Monitor student progress in credit recovery courses and provide additional support as needed We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Certificated Timesheets \$6,000 (Title I)	Counselors will maintain records of student progress toward graduation Administration will review credit recovery effectiveness each term	
--	---	--

Site Goal 1.5

Increase English Learner achievement and language acquisition through targeted instructional supports, resulting in a 5% increase in progress towards English proficiency.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.5.1

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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Identify EL and LTEL students in need of additional academic support using: - D/F data - ELPAC results - Teacher recommendations Provide targeted academic interventions including: - Designated ELD support	Monitor EL student grades and course performance each grading period Track progress toward reclassification Review intervention participation and effectiveness Analyze EL subgroup data (grades, assessments, A–G progress)	

- Scaffolded instruction within core classes - Targeted tutoring and intervention opportunities by teachers Ensure EL students are appropriately placed in courses aligned to: - Language development needs - Academic readiness We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Certificated Timesheets \$5,000 (EL Supp)	Adjust supports based on student progress	
---	---	--

Action 1.5.2

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Provide designated and integrated ELD support within core instruction Implement language development strategies across content areas Ensure consistent use of scaffolded instructional practices Provide professional development focused on effective EL strategies aligned to WASC recommendations Utilize PLCs to: - Analyze EL data - Plan differentiated instruction - Align supports across content areas We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Materials/Supplies/Equipment \$5,000 (EL)	Conduct classroom walkthroughs (PIC/FONT data) focused on EL strategies Review PLC documentation for evidence of EL-focused planning Track EL performance in core classes Analyze trends in EL achievement and engagement Adjust PD and supports based on findings	

Contracts/Services/Subscriptions \$7,500 (EL Supp)		
---	--	--

Action 1.5.3

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Monitor EL progress toward reclassification Provide structured time for: - ELPAC administration by teachers - Data review and analysis - Staff collaboration on EL progress Ensure alignment between: - Instruction - Intervention - Reclassification criteria We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Certificated Timesheets \$10,000 (EL Supp) Classified Timesheets \$1,500 (EL Supp)	Progress Monitoring Track EL outcomes compared to other student groups to identify disproportionality Review EL-specific data each grading period: - Grades - Assessments - Language proficiency Monitor reclassification rates and trends Adjust supports based on student progress	Evaluation

Site Goal 1.6

Administrators will increase feedback to teachers on research-based instructional strategies (learning targets, success criteria, student talk, active participation, formative assessment and feedback) by increasing time spent in classrooms by 10% as measured by the Framework Observation and Note-taking Toolkit (FONT).

Metric: Other

Action 1.6.1

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Assign each vice principal a day devoted to IEP's and walk-throughs. Work with curriculum coaches to have a calibrated walkthroughs every term. Use the FONT tool to provide feedback on instructional strategies for every walkthrough. Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate success. Update site leadership team monthly regarding data from FONT walk-throughs to discuss ways to deepen the implementation of the Instructional Framework. We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.	Progress Monitoring Review FONT data weekly in the site admin team meeting. Review PIC data monthly to determine targeted areas for instructional feedback.	Evaluation

Funding Sources for District Goal 1		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$182,267	Certificated- Salaries
Title I Basic (4900/3010)	\$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	\$32,939	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries

Supplemental/Concentration (7101/0000)	\$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$14,091	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$19,341	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	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

Reduce the disparity between African American students and the overall student population by 5 percentage points in CAASPP performance (Distance from Standard) and suspension rates, as measured by state and district data.

Metric: African American Disparity

Action 2.1.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation

Implement a clearly defined, schoolwide Multi-Tiered System of Supports (MTSS) framework to ensure consistent identification, intervention, and progress monitoring for students, with targeted focus on improving outcomes for African American students.

Collaborate with feeder middle school, including site administration, counselors, and Tier 2/PBIS teams, to identify students in need of academic, behavioral, and social-emotional supports prior to transition to high school and implement proactive intervention and support plans.

Utilize transition data, including attendance, grades, behavior, and intervention history, to support placement and intervention planning for incoming students.

Establish a clearly defined MTSS structure outlining Tier 1, Tier 2, and Tier 3 supports.

Develop a schoolwide system to identify students in need of intervention using grade data, assessment results, and teacher referrals, with ongoing analysis of outcomes for African American students.

Create a centralized process for assigning students to appropriate interventions based on individual student needs.

Coordinate efforts between counselors, teachers, administrators, and support staff to implement targeted supports and monitor progress, including focused attention on African American students.

Provide training to staff on MTSS processes, expectations, and the use of data to support targeted student groups.

Allocate 0.25 FTE of a Vice Principal to coordinate and monitor targeted supports and interventions, including oversight of MTSS systems, progress monitoring of at-risk students through MTSS and schoolwide data systems, and collaboration with counselors, teachers, and support staff to ensure effective implementation of intervention strategies, with emphasis on improving outcomes for African American students.

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

Certificated Salaries
\$45,000 (Supp Con)

Certificated Timesheets
\$5,000 (Supp Con)

Monitor outcomes by subgroup, including African American students, to identify and address disproportionality in access to and effectiveness of Tier 2 and Tier 3 interventions.

Track the number and percentage of African American students identified for Tier 2 and Tier 3 interventions.

Review transition data from feeder middle school, including attendance, grades, behavior, and intervention history, to support early identification and placement of students in need of targeted supports.

Monitor student progress using grades, assessment data (including CAASPP where applicable), and intervention data.

Review MTSS data during regular intervention team meetings, with focused analysis of outcomes for African American students.

Evaluate the effectiveness of interventions each grading period, including monitoring changes in course performance and suspension rates.

Adjust supports and interventions based on student progress and identified needs.

--	--	--

Action 2.1.2

Targeted Student Group(s)

- Black or African American

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Provide targeted academic support for African American students through intervention classes, support periods, after-school tutoring, and extended learning opportunities. Collaborate with feeder middle school, including site administration, counselors, and Tier 2/PBIS teams, to identify students in need of academic, behavioral, and social-emotional supports prior to transition to high school and implement proactive intervention and support plans. Utilize transition data, including attendance, grades, behavior, and intervention history, to support placement and intervention planning for incoming students. Utilize supplemental programs and resources (e.g., Edmentum, intervention curricula) to support credit recovery, skill development, and academic progress. Assign staff to provide focused support, mentoring, and progress monitoring for African American students identified for intervention. Ensure students are placed in appropriate interventions based on individual need and ongoing data analysis. Align intervention supports with classroom instruction and PLC priorities to ensure coherence between Tier 1 instruction and targeted supports. Provide opportunities for teachers, counselors, classified staff, and site leaders	Analyze intervention participation and outcomes by subgroup, including African American students, to identify and address disparities. Track the number and percentage of African American students participating in intervention programs. Monitor changes in academic performance, including course grades, CAASPP performance (where applicable), and course completion rates. Review student progress each grading period through intervention data and classroom performance. Collect feedback from teachers and students on the effectiveness of supports and engagement in interventions. Monitor changes in suspension rates for African American students receiving targeted supports. Adjust intervention placements and supports based on student progress and identified needs.	

to attend regional and national conferences and workshops aligned to site and district priorities, with a focus on strategies that improve outcomes for African American students, including student engagement, academic achievement, graduation, and school climate. Participants will share key learning and support implementation through PLCs and site-based professional development. Provide funding for instructional technology, online subscriptions, and digital platforms that support targeted intervention, progress monitoring, and differentiated instruction to improve outcomes for African American students. Provide supplemental instructional materials, supplies, and equipment to support targeted intervention and engagement, including visual aids, core classroom supplies, technology, calculators, and culturally relevant instructional materials designed to increase access, engagement, and academic success. We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Certificated Timesheets \$5,000 (Supp Con) Materials/Supplies/Equipment \$30,428 (Supp Con) \$10,575 (Title) Contracts/Services/Subscriptions \$2,500 (Supp Con)		
--	--	--

Site Goal 2.2

Reduce the achievement disparity between Students with Disabilities and the overall student population by 5 percentage points, as measured by district and state assessment performance, through targeted interventions, services, and the implementation of consistent data monitoring systems and MTSS structures.

Metric: Students with Disabilities Disparity

Action 2.2.1

Targeted Student Group(s)

- 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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Identify students in need of additional academic support using D/F data, assessment results, and teacher input. Provide targeted academic supports, including after-school tutoring, intervention periods, and structured support classes aligned to individual student needs. Ensure students are placed in appropriate supports based on individual learning needs and, when applicable, aligned to IEP goals. Align intervention supports with classroom instruction and PLC-identified priorities. Provide professional development for teachers on scaffolding, differentiation, and instructional strategies that increase access to grade-level content. Utilize PLCs to analyze student data and plan targeted instructional supports, and ensure consistent implementation of effective instructional practices across content areas. We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Certificated Timesheets \$5,000 (Title I)	Progress Monitoring Track student participation in intervention programs. Monitor student performance, including grade improvement and course completion, each grading period. Analyze D/F trends and academic progress for students receiving interventions, including Students with Disabilities. Monitor implementation of instructional strategies through classroom walkthroughs (FONT/PIC data) and PLC documentation. Review progress regularly and adjust interventions and supports based on student outcomes. Data will be disaggregated to compare Students with Disabilities to the overall student population in order to monitor progress toward reducing the achievement gap.	Evaluation

Action 2.2.2

Targeted Student Group(s)

- SWD

Action Plan Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation.
--	---	---

		Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Develop and implement a centralized, schoolwide data system (Synergy, Google Sheets, or other platforms) to track: - Grades (D/F lists) - Attendance - Behavior - Credit status Ensure all staff have access to relevant student data to support intervention efforts Train staff on how to use data systems to identify at-risk students Establish consistent timelines (each grading period) for updating and reviewing data Align data use with PLC and MTSS processes We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Contracts/Services/Subscriptions \$1,500 (Supp Con)	Monitor frequency and consistency of data updates Review D/F, attendance, and behavior data at regular intervals Track how often student data is used in PLC and intervention meetings Evaluate whether identified students are receiving appropriate supports Adjust systems based on staff feedback and effectiveness Data will be disaggregated to compare Students with Disabilities to the overall student population in order to monitor progress toward reducing the achievement gap.	

Action 2.2.3

Targeted Student Group(s)

- 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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Establish regular data review cycles (each grading period) involving: - Administrators - Counselors - Teachers/PLC teams	Track completion of scheduled data review meetings Monitor documentation of intervention decisions Review student progress following each intervention cycle	

Use data protocols to: - Identify students in need of intervention - Assign appropriate supports (academic, behavioral, attendance) Ensure data discussions are focused on: - Root causes of student performance - Actionable next steps Align data review cycles with grading periods and intervention timelines We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Certificated Timesheets \$2,500 (Supp Con)	Analyze trends in D/F rates, attendance, and behavior over time Adjust intervention strategies based on data outcomes Data will be disaggregated to compare Students with Disabilities to the overall student population in order to monitor progress toward reducing the achievement gap.	
---	---	--

Action 2.2.4

Targeted Student Group(s)

- 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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Provide professional development on: - Data analysis - Identifying trends and gaps - Using data to inform instruction and intervention Support PLC teams in using data to: - Adjust instruction - Plan reteaching - Identify targeted supports Provide coaching and support for staff needing additional assistance with data use Align data use practices with WASC recommendations and PLC expectations	Track staff participation in data-focused professional development Monitor PLC use of data through agendas, notes, and outcomes Conduct walkthroughs to observe instructional adjustments based on data Review improvements in student outcomes connected to data use Collect staff feedback on effectiveness of data systems and training Analyze student outcome data for Students with Disabilities in comparison to the overall student population to determine the impact of improved data use on reducing the achievement gap	

We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Certificated Timesheets \$5,000 (Supp Con)		
--	--	--

Funding Sources for District Goal 2		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	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 (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$10,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$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

Maintain and further reduce the suspension rate to 3% or below, through the implementation of PBIS, restorative practices, and proactive student support systems, with a focus on reducing disproportionality among student groups.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1

Targeted Student Group(s)

• 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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Clearly define and reinforce schoolwide behavioral expectations (Viking Strong alignment) Implement consistent PBIS practices across all classrooms and common areas Provide staff training and conferences on PBIS expectations, reinforcement systems, and consistency Recognize and reinforce positive student behavior through incentives and acknowledgment systems Ensure all staff consistently apply expectations and interventions We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Certificated Timesheets \$3000 (Supp Con) Materials/Supplies/Equipment \$1,000 (Supp Con) Contracts/Services/Subscriptions \$4000 (Supp Con)	Progress Monitoring Track discipline data (referrals, suspensions) regularly to maintain the suspension rate at or below 3% Monitor PBIS implementation through walkthroughs and observations Review behavioral data by subgroup to identify disproportionality Collect feedback from staff and students on PBIS effectiveness Adjust PBIS systems based on data and feedback	Evaluation

Action 3.1.2

Targeted Student Group(s)

• 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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Implement restorative practices as an alternative to exclusionary discipline when appropriate Train staff on restorative strategies, including: - Restorative conversations - Circles and mediation Provide structured opportunities for students to repair harm and rebuild relationships Incorporate restorative practices into the discipline process and student support systems Ensure consistent use of restorative approaches across campus We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. 0.8 FTE for Wellness Counselor to meet with students with repeated disciplinary incidents who are identified at-risk through the MTSS process. Priority will be given to identified subgroups. Certificated Salaries \$122,000 (Supp Con) Certificated Timesheets \$5,000 (Supp Con) Contracts/Services/Subscriptions \$1,500 (Supp Con)	Progress Monitoring Track use of restorative practices (circles, conferences, interventions) Monitor use and outcomes of restorative practices by subgroup to ensure equitable implementation. Monitor reduction in repeat behavioral incidents to support maintaining a suspension rate at or below 3% Review suspension and referral data by subgroup Collect feedback from students and staff on effectiveness	Evaluation

Action 3.1.3

Targeted Student Group(s)

• Hispanic or Latino • Low Income • School-wide • Two or More

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Identify students in need of behavioral support using discipline and attendance data Implement Tier 2 and Tier 3 interventions, such as: - Check-in/check-out systems - Behavior contracts - Targeted support plans Coordinate supports between counselors, administrators, and support staff Provide proactive interventions before behaviors escalate to suspension Align behavioral supports with MTSS systems (Goal 2.1) Allocate 0.25 FTE of a Vice Principal to support school climate and student behavior systems, including oversight of restorative practices, monitoring discipline and attendance data, coordinating Tier 2 and Tier 3 interventions, and supporting staff in implementing proactive behavior supports. We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Certificated Salaries \$45,000 (Supp Con)	Progress Monitoring Track participation in Tier 2/3 behavioral supports Monitor changes in student behavior and referral rates Review suspension data regularly Evaluate effectiveness of interventions each grading period Adjust supports based on student progress	Evaluation

Site Goal 3.2

Increase student engagement, connectedness, sense of belonging, and overall well-being, as measured by a 5% increase in the School Climate Average Favorability Rating.

Metric: School Climate - Average Favorability Rating

Action 3.2.1

Targeted Student Group(s)

- 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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Expand access to and participation in: • Clubs • Athletics • Student leadership opportunities Promote inclusive activities that reflect the diverse backgrounds and interests of students Increase outreach to students not currently connected to school programs Provide opportunities for student voice and leadership in school events and activities Provide structured opportunities for student input, including: • Student surveys • Focus groups • Leadership forums Increase opportunities for students to participate in decision-making processes Ensure diverse student representation in leadership and advisory groups Incorporate student feedback into schoolwide planning and programs We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Materials/Supplies/Equipment \$1,500 (Supp Con)	Progress Monitoring Incorporate student climate survey data to assess engagement, connectedness, and sense of belonging, and to evaluate opportunities for student voice and participation. Track student participation in • Extracurricular activities and programs • Leadership opportunities • Feedback opportunities Monitor participation rates by subgroup Monitor representation of student groups in leadership roles Collect student feedback on engagement and connection (surveys, focus groups) Review trends in participation and adjust outreach efforts Evaluate impact on attendance and behavior Analyze trends in student feedback over time	Evaluation

Action 3.2.2

Targeted Student Group(s)

- 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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Provide professional development on: • Building positive classroom culture • Increasing student engagement and participation Promote instructional practices that support: • Student voice • Collaboration • Active learning Reinforce schoolwide expectations aligned to a positive and inclusive culture Encourage staff to build strong relationships with students Encourage staff to actively connect students to programs and activities We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Contracts/Services/Subscriptions \$2,500 (Supp Con)	Progress Monitoring Monitor student, staff, and parent climate survey results to evaluate school climate and inclusive classroom environments. Monitor classroom practices through walkthroughs (FONT/PIC data) Review student survey data on school climate and belonging Track trends in engagement indicators (attendance, participation) Collect feedback from students and staff Adjust supports and professional development as needed	Evaluation

Funding Sources for District Goal 3		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$0	Certificated- Salaries
Title I Basic (4900/3010)	\$0	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)	\$12,714	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	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 Increase family participation in school events and engagement opportunities, as measured by a 10% increase in attendance at school events, a 10% increase in participation in family engagement opportunities, and a 5% increase in the percentage of parents reporting meaningful opportunities for involvement on district surveys.
Metric: Parents indicating opportunities for parent involvement
Action 4.1.1 Targeted Student Group(s) • 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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Increase the number and variety of family engagement opportunities, including: - Family nights (AVID, curriculum, college/career readiness) - School events (open house, back-to-school night, performances, athletics) Schedule events at varied times to increase accessibility Provide childcare, food, or incentives when appropriate to increase participation Ensure events are welcoming and inclusive of all families Promote events through multiple communication platforms We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Materials/Supplies/Equipment \$2,500 (Supp Con) \$2,500 (Title)	Progress Monitoring Track attendance at family engagement events Analyze participation trends across student groups to ensure equitable family engagement. Collect feedback from families on event effectiveness and accessibility Review trends in participation and adjust offerings as needed Evaluate impact on student engagement and attendance	Evaluation

Action 4.1.2

Targeted Student Group(s)

- Hispanic or Latino • Low Income • School-wide

Action Plan Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Utilize multiple communication methods, including:	Progress Monitoring Track frequency and types of communication sent to families	Evaluation

- Email, phone calls, text messages, and school platforms Ensure communication is accessible and translated as needed Provide consistent updates on: - Student progress - School events - Available resources Train staff on effective family communication practices Increase proactive outreach to families who are not regularly engaged We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Certificated Timesheets \$2,500 (Title)	Monitor engagement data across communication platforms to evaluate effectiveness of outreach efforts Collect feedback from families on communication effectiveness Review participation rates of families following outreach efforts Adjust communication strategies based on feedback and data	
---	---	--

Action 4.1.3

Targeted Student Group(s)

• Hispanic or Latino • Low Income • School-wide • Two or More

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Conduct targeted outreach to families of identified students, including: - Individual meetings - Conferences - Home visits when appropriate Provide resources and support to families related to: - Academic success - Attendance - Social-emotional needs	Track outreach efforts and family contacts Monitor changes in student attendance, behavior, and academic performance Collect feedback from families on support and engagement Review trends in family participation over time Adjust outreach strategies based on effectiveness	

Partner with counselors, support staff, and community agencies to support families Create opportunities for families to connect with school staff in meaningful ways Foster a welcoming school environment that encourages ongoing family engagement We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Contracts/Services/Subscriptions \$2,500 (Supp Con)		
---	--	--

Site Goal 4.2

Strengthen communication systems to ensure timely, accessible, and meaningful communication with all families, as measured by a 10% increase in parent survey responses indicating that school communication is clear, timely, and accessible

Metric: Parents indicating a respectful and welcoming school environment

Action 4.2.1

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Establish clear expectations for schoolwide communication, including: - Frequency of updates - Platforms used (email, phone, messaging systems, website) Ensure consistent communication from: - Administration - Teachers - Counseling and support staff	Track frequency and consistency of schoolwide communication Monitor family engagement with communication platforms (responses, attendance following outreach) Collect feedback from families on clarity and timeliness of communication Review participation trends following communication efforts	

Develop a communication calendar for major school events and updates Provide staff guidance on effective and timely communication practices Utilize multiple platforms to ensure families receive information Allocate 0.25 FTE of a Vice Principal to support family engagement and communication systems, including coordinating family outreach, supporting culturally responsive communication practices, strengthening partnerships with families and community organizations, and monitoring engagement data to improve participation and access. We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Certificated Salaries \$45,000 (Supp Con) Contracts/Services/Subscriptions \$1,500 (Title) Contracts/Services/Subscriptions \$1,000 (EL)	Adjust communication systems based on data and feedback	
--	--	--

Action 4.2.2

Targeted Student Group(s)

- 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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Provide translation and interpretation services for all major communications and events Ensure communication is available in multiple languages as needed Use clear, family-friendly language in all	Track use of translation and interpretation services Monitor participation of EL families in school events and communication Collect feedback from families on accessibility	

communication Provide multiple formats for communication (written, digital, verbal) Train staff on culturally responsive communication practices Provide classified support for English learner family outreach, including attendance communication, translation, and connection to school resources Provide parent workshops to help parents feel more informed on ways to support their child academically socially, and emotionally. We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Classified Timesheets \$3,500 (EL Supplemental) Materials/Supplies/Equipment \$1,000 (EL Supp)	of communication Review trends in engagement across different student groups Adjust communication practices to better meet family needs	
--	--	--

Action 4.2.3

Targeted Student Group(s)

- 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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Provide opportunities for families to share input, including: - Surveys - Meetings (SSC, ELAC, forums) - Direct communication with staff Encourage teachers and staff to engage in ongoing two-way communication with families Ensure family feedback is reviewed and used to inform school decisions	Track participation in surveys, meetings, and feedback opportunities Monitor response rates across student groups Review themes from family feedback and document how input is used to inform school decision-making. Adjust outreach strategies to increase participation	

Increase outreach to families who do not typically provide feedback Promote a culture of partnership between families and the school We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Materials/Supplies/Equipment \$1,500 (EL)		
--	--	--

Site Goal 4.3

Expand and strengthen community partnerships to support student achievement, college and career readiness, and wellness, as measured by a 10% increase in student participation in partner-supported programs, a 10% increase in utilization of community-based services, and measurable improvements in student outcomes, including attendance, engagement, and academic performance (grades and course completion).

Metric: Other

Action 4.3.1

Targeted Student Group(s)

• Hispanic or Latino • Low Income • School-wide • Two or More

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Partner with community organizations to provide: - Tutoring and academic support - Mentoring programs Collaborate with local colleges and organizations to support academic readiness Coordinate services between school staff and community partners to align supports with student needs Provide access to additional academic resources beyond the school day	Track student participation in partner-supported programs Monitor changes in academic performance (grades, course completion) Collect feedback from students and staff on effectiveness of partnerships Review alignment between student needs and services provided Adjust partnerships based on outcomes and effectiveness	

Ensure targeted outreach to students most in need of support We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Contracts/Services/Subscriptions \$2,500 (Supp Con)		
---	--	--

Action 4.3.2

Targeted Student Group(s)

• 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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Partner with colleges, universities, and industry organizations to provide: - College visits and presentations - Career exploration opportunities - Guest speakers and mentorship Expand opportunities for internships, job shadowing, and work-based learning Support students with: - College applications - FAFSA completion - Career pathway planning Align partnerships with AVID, CTE, and counseling programs We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Certificated Timesheets \$5,000 (Supp Con) Contracts/Services/Subscriptions \$2,500 (Supp Con)	Track student participation in college and career readiness activities Monitor college application and FAFSA completion rates Review enrollment in CTE and college-preparatory programs Collect feedback from students on program effectiveness Adjust partnerships to better meet student needs	

--	--	--

Action 4.3.3

Targeted Student Group(s)

• Hispanic or Latino • Low Income • School-wide • Two or More

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Partner with community agencies to provide: - Mental health services - Family support resources - Health and wellness services Connect families to community resources addressing: - Basic needs (food, housing, transportation) - Counseling and support services Coordinate services between school staff and community partners Provide information to families about available community resources Ensure services are accessible and culturally responsive We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Contracts/Services/Subscriptions \$1,500 (Supp Con) Contracts/Services/Subscriptions \$1,500 (Title I)	Progress Monitoring Track utilization of community-based services Monitor impact on attendance, behavior, and engagement Collect feedback from families and students on services provided Review referral and service trends Adjust partnerships based on effectiveness and identified needs	Evaluation

Site Goal 4.4

Decrease chronic absenteeism by 3% (from 26% to 23%), through tiered interventions, attendance monitoring, and targeted family outreach, with

a focus on improving attendance for English Learners (EL + LTEL = 34%) and other targeted student groups.

Metric: Percent Chronically Absent

Action 4.4.1

Targeted Student Group(s)

• Hispanic or Latino • Low Income • School-wide • Two or More

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Establish a systematic process for monitoring attendance and identifying students at risk of chronic absenteeism early. Utilize attendance data systems (Synergy, reports) to monitor student attendance weekly Identify students at risk of chronic absenteeism early (10% threshold and below) Develop and maintain a schoolwide attendance tracking system Share attendance data regularly with counselors, administrators, and support staff Align attendance monitoring with MTSS and data review cycles (Goal 2.3) We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Materials/Supplies/Equipment \$1000 (Title I)	Progress Monitoring Track the number of students identified as chronically absent (missing 10% or more of instructional days) with the goal of reducing chronic absenteeism by 3%. Review attendance data weekly and each grading period Monitor trends by subgroup to identify gaps Evaluate effectiveness of early identification practices Adjust monitoring systems as needed	Evaluation

Action 4.4.2

Targeted Student Group(s)

• Hispanic or Latino • Low Income • School-wide • Two or More

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as	Describe your step by step plan for progress monitoring your action plan.	Describe the overall implementation and effectiveness of this action plan.

related to your goal.	What formative student data will you collect and how often?	- Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Implement Tier 1, Tier 2, and Tier 3 attendance supports, including: - Tier 1: Schoolwide expectations and incentives for attendance - Tier 2: Attendance contracts, check-in/check-out systems - Tier 3: Individualized intervention plans and intensive support Coordinate interventions through counselors, administrators, and support staff Address underlying causes of absenteeism (academic struggles, mental health, transportation, etc.) Align attendance supports with academic and behavioral interventions (Goals 2.1 & 2.2) Implement a lunchtime intervention program for students with repeated tardies, focused on time management, organization, and other soft skills to improve attendance. We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Certificated Timesheets \$5,000 (Supp Con) Certificated Timesheets \$5000 (Title I)	Progress Monitoring Monitor chronic absenteeism rates (10% or more days missed) for students receiving Tier 2 and Tier 3 supports. Track participation in attendance interventions Monitor changes in attendance rates for targeted students to support a 3% reduction in chronic absenteeism Review effectiveness of interventions each grading period Document student progress and intervention outcomes Adjust supports based on data	Evaluation

Action 4.4.3

Targeted Student Group(s)

• Hispanic or Latino • Low Income • School-wide • Two or More

Action Plan Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
--	---	--

Action Plan	Progress Monitoring	Evaluation
Increase communication with families regarding attendance expectations and student progress Conduct targeted outreach, including: • Phone calls • Meetings • Letters and notifications Provide resources and support to families to address attendance barriers (Parent Liaison) Offer workshops and information sessions focused on the importance of attendance Utilize bilingual communication to ensure accessibility for all families We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. Classified Timesheets \$1000 (Title I)	Track frequency and type of family outreach efforts Monitor attendance changes following family contact Review chronic absenteeism rates by subgroup Collect feedback from families on communication effectiveness Adjust outreach strategies based on data	

Funding Sources for District Goal 4		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$3,000	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$500	Classified- Timesheets
Title I Basic (4900/3010)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$20,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries

EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$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	\$250,000	\$0	\$0	\$0	\$250,000
Certificated- Timesheets	\$32,705	\$5,000	\$0	\$7,500	\$45,205
Classified- Salaries	\$105,000	\$0	\$0	\$0	\$105,000
Classified- Timesheets	\$0	\$0	\$0	\$1,000	\$1,000
Materials/Supplies/Equipment	\$0	\$10,575	\$0	\$3,500	\$14,075
Contracts/Services/Subscriptions	\$40,000	\$0	\$0	\$3,000	\$43,000

Title I Basic (4900/3010) Total: \$458,280

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$135,000	\$45,000	\$167,000	\$45,000	\$392,000
Certificated- Timesheets	\$30,000	\$17,500	\$8,000	\$10,000	\$65,500
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$7,500	\$30,428	\$2,500	\$2,500	\$42,928
Contracts/Services/Subscriptions	\$50,000	\$4,000	\$8,000	\$9,000	\$71,000

Supplemental/Concentration (7201/0000) Total: \$571,428

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	\$26,575	\$0	\$0	\$2,000	\$28,575
Classified- Salaries	\$45,000	\$0	\$0	\$0	\$45,000
Classified- Timesheets	\$1,500	\$0	\$0	\$3,500	\$5,000
Materials/Supplies/Equipment	\$5,000	\$0	\$0	\$3,000	\$8,000
Contracts/Services/Subscriptions	\$7,500	\$0	\$0	\$1,000	\$8,500

EL Supplemental (7250/0000) Total: \$95,075

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) | 2026-2027

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	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	\$458,280	\$427,705	\$15,575	\$0	\$15,000	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$571,428	\$222,500	\$96,928	\$185,500	\$66,500	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$95,075	\$85,575	\$0	\$0	\$9,500	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,124,783	\$735,780	\$112,503	\$185,500	\$91,000	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$458,280
Subtotal of state or local funds included for this school	\$666,503