Valley High School

Local Control Accountability Plan (LCAP) 2021-2022

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

Goal Setting

State Priorities

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

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

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum
- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action
- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness
- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement
- All students will benefit from programs and services designed to inform and involve family and community partners.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?
The LEA consulted with a variety of stakeholder groups to review and modify the 2021-2022 LCAP goals and analyze data from the previous year. The School Site Council met on January 28th; March 10; and May 6, 2021 to review current and prior year's work on student achievement and made recommendations for the 2021-2022 school year plan. The School Site Council examined State Accountability Measures, disaggregated data on chronically absent students, graphs of ELPAC progress and redesignation rates over time, disaggregated CCI data, graphs of AP participation and performance over time, PSAT & SAT performance and participation, and a-g reporting by EL status. The administrative leadership team met on March 1st, April 5th and April 2th to review the prior year's spending and identify areas of need based on student achievement data. Data discussed included detailed reporting for each of the State Accountability measures and a variety of other measures. The Teacher leadership met on an ongoing basis to conduct a review of long-term measures of student achievement to identify their focus for the year. Data discussed included detailed reporting for each of the State Accountability measures. The school provided opportunities to review and analyze LCAP metric data, the School Accountability Report Card, Culture and Climate Survey results, and LCAP Needs Survey results, and to make recommendations for the 21-22 LCAP at School Site Council Meetings, ELAC Meetings, Staff Meetings, and via parent, student and staff input to the LCAP Needs Survey. School Site Council Meetings: 01/28/2021, 03/10/2021 & 5/06/21 Staff have been involved in the evaluation and development on 03/22/2021 & 04/12 and via Department meetings – On-going ELAC Meetings: 03/31/21 & 05/13/2021 LCAP Needs Survey: November 2020-January 2021
Impact of LCAP and Annual Update
How did these consultations affect the LCAP for the upcoming year?
Consultation with stakeholder groups led to some changes in the plan. Data analysis was instrumental to obtain areas of focus and create new goals to address student Engagement, Achievement, and Results. Stakeholders recommended to continue support the Academic and Social Emotional Wellness services of our scholars. Having a high quality instructional focus and framework where teachers obtain release time to learn and calibrate instructional strategies within their curriculum to engage our students so that they can achieve and see positive results.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	Students need high quality classroom instruction and curriculum as measured by: • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment

Site Goal 1.1

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

Actions/Services 1.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

.3 FTE of a Counselor to coordinate with other counselors to develop and create a system to monitor ALL Valley scholars in their academic progress by creating a four year plans for each scholar with an aim to be on an A-G and/or College Career Ready pathway. 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 whit 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.
	College Board Research Brief "A Review of the Role of College Counseling, Coaching, and Mentoring on Students' Postsecondary Outcomes"
	
	https://eric.ed.gov/?id=ED556468
		1. By the end of 1st semester a 4 year plan for 100% of the 9th grade will be developed.
		2. In collaboration with SPED Case Managers, Foster Youth and supportive staff, counselors will develop a four year plan for all and scholars in every grade level and monitor their academic progress (progress & quarter reports, annual and tri-annual IEP's)
		   ◦ At risk scholars will be monitored with an aim to create a systematic approach to increase a-g completion
		   ◦ Counselor will provide at least 2 professional development lessons to staff centered on a-g requirements,
		   ◦ 100% of resource teachers will have a working understanding of a-g requirements
		3. By the end of the 1st semester a plan to implement the 4 year plan will be developed
		4. By the end of the 2nd semester 100% of ALL grade students will have completed the 4 year plan along with support plan to ensure they have options to remediate A-G course
		
		• my10yearplan
		• CCGI
		• Department developed plan
		• Individual meetings

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$31380	Certificated Salaries	Edit	Delete

Actions/Services 1.1.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

Provide .5 FTE for an Academic Program Coordinator to create and oversee interventions programs and opportunities for all students at-risk of failing core courses.
 	
Develop and collaborate with existing programs to offer academic and social-emotional support to targeted student (African-American, Asian EL, Hispanic and Student with Disabilities) during, after school and Saturday programs that are enrolled in AP/Honors and/or CTE/Pathways courses.
 	
Create and sustain support services for scholars in
 	
1. Honors/ AP classes,
2. Core academic areas,
3. CTE courses to increase academic achievement,
4. Foster perseverance in AP/ Honors coursework and persistence towards graduation and post-secondary success.
5. Improve Your Tomorrow (IYT)
6. Teachers will calibrate with APC during department meeting to create intervention student list of students needing afterschool support
    1. All departments teams develop at-risk student list
    2. Teachers are trained in SIOP, AVID, IYT strategies
	"University of Nebraska Student Engagement Project"
	http://k12engagement.unl.edu/strategy-briefs/Academic%20Supports%209-11-14.pdf
	
	Evidence-supported interventions associated with Black students' educational outcomes
	https://files.eric.ed.gov/fulltext/ED581117.pdf
		Academic Program Coordinator will support counselors to monitor students' academic progress at every grade distribution with the goal to increase the number of students participating in the after school intervention programs.
		
		Academic Program Coordinator will create after school support opportunities for students enrolled in AP/Honors courses and/or CTE/Pathways and programs.
		
		• Academic Program Coordinator will support counselors, Case Managers to monitor 90% of (African American; Hispanic, EL & SWD students) student's academic progress in 9-12 grades, with the goal of increasing 1% of the number of students participating in the after school intervention program.
		• APC and APC Secretary Office Assistant will weekly monitor the after school attendance participation of African American; Hispanic; SWD, & EL students academically at-risk
		• All of students attendance logs will be reviewed monthly
		• A review of Synergy grades will be conducted for 90% of (African American; Hispanic; All) students in grades 9-12 who attend the after school intervention program twice a week to determine academic progress in course
		• Academic Program Coordinator, teacher, counselor and administrator will review 90% of (African American; Hispanic and All) student outcomes and discuss effects of tutoring on course
		• Use the student information system (illuminate) for formative assessment purposes; to measure the effectiveness of the afterschool intervention program for (African American; Hispanic; All) students.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$71020	Certificated Salaries	Edit	Delete

Actions/Services 1.1.3

Principally Targeted Student Group
• Black or African American • EL • Hispanic or Latino • Low Income • R-FEP • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
The Lens of the EGUSD Educational Equity Department ensures the decisions, policies, and practices in our learning system are culturally sensitive and provides all students with access, opportunity, support, and resources including opportunity and access, Professional Learning and Development Student-Centered support, school, family, and community relationship. This action is focus to support and provide hourly time sheet up to 100 hours of supplemental supervision for an advisor to work with low-income and at risk minority students during out of school time including summer, to provide opportunities to our scholars to visit college and career sectors, conferences, and field trips. 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. Therefore, should be equitably provided to all students by ensuring equitable access, inclusion, and opportunity to learn for the following student group:	"Effectiveness of Mentor Programs" https://www.library.ca.gov/crb/01/04/01-004.pdf	***Students will use the Graduate-Profile as a rubric and guide to demonstrate how the field trip supports college, career and life readiness.*** ***Communication and Collaboration:*** students will collaborate with each other prior and after any fieldtrip to research college and career sectors, universities of interest, community partners and business, and conferences and communicate in all forms of communication: oral, written and non-verbal the importance of the fieldtrip and how it connects to real-life experiences. ***Critical Thinkers.*** Immediately after a field trip or tour students will write an essay recalling the details of their trip and connect them to their learning. Staff will submit a LCAP Request Form where it will state how this supplements and enrich's learning experiences connects to the reality of the world outside of school and what they are learning in class. Students will demonstrate their experience, what they learn, and provide feedback via a student

- African-American
- Hispanic
- EL
- Foster Youth
- SPED

survey.

LCAP Survey

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$3500	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	$2500	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	$2000	Certificated Salaries	Edit	Delete

Site Goal 1.2

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: Content Standards Implementation	

Actions/Services 1.2.1

Principally Targeted Student Group

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Often times, schools lack supplemental resources, supplies and equipment to support the learning needs of students. The goal of this action is to provide teachers with the opportunity to make learning exciting and engaging for student through supplemental materials to make connections that help students learn textbook information in different ways and give students means of moving text information form books to real life. 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 increase and improve academic achievement & performance, wellness through supplemental learning experiences. This will help every scholar be college, career and life ready. Supplies, equipment and materials may include bur are not limited to: Student planners Visual aids Core Supplies Technology (e.g, cameras, scanners, DocuCameras LCD's...etc) 21st century classroom furniture Outdoor learning equipment and supplies	"The Integral Role of Laboratory Investigations in Science Instruction" http://www.nsta.org/about/positions/laboratory.aspx Technology can be a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students, reinvent our approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners. https://tech.ed.gov/files/2017/01/NETP17.pdf *Classrooms as Contexts for Motivating Learning* (2006) - Perry, Turner and Meye Outdoor classrooms https://www.pbs.org/newshour/show/can-outdoor-schooling-work-for-everyone https://www.pbs.org/newshour/show/covid-19-is-pushing-some-schooling-outdoors-but-will-it-work-for-nyc	• Walk through data regarding utilization classroom strategies to engage students in the learning process. • Walk through data regarding best utilization of technology practices to engage students. • Teacher and administrator observations and discussions surrounding student outcomes and access to curriculum. • Administrative observations and peer-to-peer walk through observations gathering data on hands-on activities in all core and elective classes. • Data on Google Classroom and other digital platforms, tools and supplies that support student learner outcomes both in class and outside of class. • AP Support Opportunities during and after school. • Student Grades

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$16500	Materials/Supplies/Equipment		

			Edit	Delete
Supplemental/Concentration (7201/0000)	$18500	Contracts/Services	Edit	Delete
EL Supplemental (7250/0000)	$5500	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	$73000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.2.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Teacher professional learning and development is an essential component of increasing and supporting effective teaching practices to support and expand the learning needs and skills of our scholars in order to be college, career and life ready. This action will allow all content departments, core and non-core, use different sources of funding that allows them with an opportunity to assess and align their curriculum standards to craft their teaching methods, learn and refine their instructional strategies to support the learning needs of ALL of our scholars. 1. Two or more release days, or the equivalent in out of school-time or time sheets, for every teacher of a core academic area focused on literacy. 40 teachers at 250.00 per substitute for two days each. 2. Release days, salary credit or compensation for release days and/or after-school, Saturdays, and summer PL, for EL teachers focused on High Quality Instruction, standard alignment and effective instructional strategies. 3. One release day, salary credit or compensation for after-school, Saturdays, and summer PL for each of 20 teachers in outer core areas focused on literacy. 250.00 per substitute. 4. 4 release days for cross departmental AVID articulation for 8 teachers. 5. Release days for counselors for professional development and planning 6. Release day for SPED teachers for standard alignment and effective instructional strategies implementation	Effective Teacher Professional Development https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf "Investigating a Systematic Process to Develop Teacher Expertise: A Comparative Case Study" http://www.marzanocenter.com/files/Paul_Mielke_Dissertation.pdf	• Grade distribution in targeted areas on regular reports every six weeks. • Illuminate Data • Standard implementation • Data Analyzing instructional strategies with their colleagues • Agendas and developed materials will be collected by administration. • Administrative observations and peer-to-peer walk throughs will be conducted to gather data on the application of the strategies and shared best practices. • EL Walk Throughs • IEP's feedback from teachers • Case Manager review of adaptation plans with general ed teacher

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$65458	Certificated Salaries	Edit	Delete

Actions/Services 1.2.3

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
We are committed in supporting the learning needs of our scholars and meet them where they are. Recent data shows that principally targeted students of this action shows a low percentage of being	"Intervention for failing students: What matters most?" https://www.edutopia.org/blog/what-matters-most-student-academic-intervention-rebecca-alber	Pre and post assessment data ELA, Math and Science SBAC Proficiency levels ELPAC Proficiency Level EL Reclassification Data

college, career and life ready due to their academic performances and levels. Often times the reason of low academic performances is due to language barriers, level of education when they enroll at our school, other factors such as homelessness and/or lack of support.

With the support of two Teaching Assistants, our goal is to reduce the gap by providing focused support based on students needs. They will collaborate with lead teacher which will help anticipate and respond to students' needs in productive ways and avoid misunderstandings.

The goal of the two full time (2.0 FTE) Teaching Assistants is to work with lead teachers to support under-performing and below grade or proficiency levels students by.

- Providing academic interventions during the school day.
- Assist teachers with lesson preparation and getting supplemental materials ready.
- Maintaining and tracking data on student performance levels in core courses.
- Revise lesson material with students individually or in small groups.
- Collaborate with lead teachers to recognize issues students are facing and recommend solutions.
- Document student progress and communicate with parents to keep them informed.

Number of parent contacts
Grade distribution
Illuminate

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$106296	Certificated Salaries	Edit	Delete

Actions/Services 1.2.4

Principally Targeted Student Group
• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Subscribe to online subscriptions and services to different types of software and database platforms that supports teaching & learning during both Distance Learning and In-Person instruction. This include but not limited to certification programs, research materials, learning monitoring and assessment to increase student learning, engagement and interactions in the classroom. 1. Noodle tools 2. Turn-it-in 3. NoRedInk 4. Nearpod 5. Edpuzzle 6. FlinnPrep 7. Desmos 8. Adobe Acrobat This action connects and supports one or more areas of the graduate profile e.g.,	Digital Content Complexity CCSS definition of complex text suggests inclusion of digital sources (2010, 57). Hill explored ways in which digital sources for complex text might be identified. Hill described digital content as a sort of textbook that uses nonfiction as a springboard to include links to video and primary source documents. She noted that no textbooks made the CCSS list of exemplar texts? (2011, 44), and that schools lack the time and the necessary expertise to identify resources that will enhance their curriculum http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol15/SLR_StatusofStatewide_V15.pdf Hattie Effect Size: .22 Implementation Using Technology Visual audio/visual methods Hattie Effect Size: .57 Implementation Using Technology Technology with learning-needs students	Utilization of technology in classrooms. Student achievement data Utilization of software Pre and Post assessment data Classroom observations Monitoring student progress Walk through data focused on Student engagement Grade Distribution Illuminate

Technical Literacy, Creative Problem-solving, and communication and collaboration.	

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$28000	Contracts/Services	Edit	Delete

Actions/Services 1.2.5

Principally Targeted Student Group

• All • EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide supplemental extended day offerings including homework help and content specific tutoring. 1. Provide weekly tutoring, homework help, and bilingual support in every core academic area. 2. Provide weekly bilingual support for after school tutoring.	"Issue Brief: Academic Tutoring in High Schools" https://www2.ed.gov/rschstat/eval/high-school/academic-tutoring.pdf	• Attendance in tutoring. • Sign-in sheets • Grade distribution in core academic areas. • Meetings with at-risk student • Meetings and phone calls to parents

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$10000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$5000	Classified Salaries	Edit	Delete

Actions/Services 1.2.6

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase consumables materials and supplies for VAPA instruction: ART • 40 - 24 X 27 Portfolios w/Drawing Boards • 36 - 9 X 12 Portfolios • 5 - Drawing Pencil Classroom Packs • 800 - 5 X 7 Sketchbooks • 3 - Liqui Mark Fine Tip Marker Classroom Pack • 3 - LiquiMark Broadline Marker Classroom Pack • 120 - Prisma Color Pencil Packs • 80 - Prisma Color 24 ct. Pencil Packs • 6 Packs 9 X 12 Drawing Paper • 20 Packs Water Color Paper CERAMICS • 200 lbs. Clay • 40 - Scoring Tools • 40 - Scrapers with Teeth • 40 Pints Paint/Glaze • 200 5 X 7 Sketchbooks • 4 - Royal Brush Hake Classroom Packs • 40 Aprons • 36 Stools THEATER • Scripts/Royalties for Fall and Spring Plays BAND	Visual and Performing Arts Framework California Department of Education (2004)	• Course enrollment numbers • number of course sections • Teacher/student feedback • Graduation numbers and rate • # of students meeting a-g requirements • Band Performances • Day of the Dead • Theater productions • Art Displays • Ceramics Displays

- Sheet Music/books
- Instrument repair/cleaning
- VAPA Instructional Technology - Apps
- 20 Music Stands/Cart
- 20 Chairs
- 1 Flute
- 1 Clarinet
- 1 Bass Clarinet
- 1 Alto Sax
- 1 Trumpet
- 1 Marching Snare
- 1 Marching Bass Drum

Photography

- 15 Cameras

Funding Source	Amount	Description of Use		
Student Fees (2312/0000)	$13000	Materials/Supplies/Equipment	Edit	Delete
Visual & Performing Arts (VAPA)(7450/0000)	$14000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.2.7

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Two .5 FTE administrators. Provide two part-time Title I Administrators to provide • Instructional leadership for interventions • Conduct in-depth walk-through • Work with department leaders to monitor student learning and analyze data. • Analysis of best instructional practices and strategies that support Teaching and Learning.	*Visible Learning* - Hattie: Effects of Principals and school leaders "Review of research: How leadership influences student learning" http://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf Creative Leadership Solutions	Douglas Reeves https://www.creativeleadership.net/ Creative Leadership Solutions, led by Dr. **Douglas Reeves** and his team, is a one on one approach to educator training. About Douglas Reeves · Team · Articles and Rubrics · Videos	• 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.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$168683	Certificated Salaries	Edit	Delete

Site Goal 1.3

Increase the Overall AP course enrollment by 2% from 44% to 46%

- Increase the percentage of African-American students enrolled in AP courses from 27% to 29%
- Increase the percentage of Asian students enrolled in AP courses from 60% to 62%
- Increase the percentage of SWD students enrolled in AP courses from 6% to 7%
- Increase the percentage of Hispanic students enrolled in AP courses from 43% to 45%

Increase the overall CTE enrollment from 66% to 70% .

- Increase the percentage of African-American students enrolled in CTE courses from 62% to 65%
- Increase the percentage of Asian students enrolled in AP courses from 70% to 73%
- Increase the percentage of SWD students enrolled in AP courses from 53% to 55%
- Increase the percentage of Hispanic students enrolled in AP courses from 67% to 70%

Increase the overall CTE sequence completion from 14% to 17% in completion.

Due to COVID year our College & Career preparedness hasn't been updated.

We will maintain our current goal to increase our students being College and Career ready by 1% from 33.7% to 34.7% prepare.

- Increase the percentage of College & Career preparedness of SWD from 3.3% to 4.3%
- Increase the percentage of College & Career preparedness of African-American students from 12.5% to 15%
- Increase the percentage of College & Career preparedness of Asian students from 38.8% to 40%
- Increase the percentage of College & Career preparedness of English Learners students from 14.6% to 16%
- Increase the percentage of College & Career preparedness of Hispanic students from 43.1% to 45%

Metric: Access to Courses (Honors, AP/IB, CTE, AVID)	

Actions/Services 1.3.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Our focus/vision is to prepare and support ALL Viking Scholars to be College, Career and Life ready graduates and dual enrollment is widely considered to be a powerful academic success strategy to support college-aspiring students. This goal specifically focuses on supporting and increasing the number of opportunities to support targeted students to ensure they have access to Advanced Education and/or Dual Enrollment opportunities with community college partners. This action allows counselors and teachers with time to collaborate and partner with local collages with an aim to: 1. Develop articulation agreements with participating community college partners. 2. For counselors to work after-school hours to coordinate advance education classes taught on our campus. 3. To support our qualifying scholars with dual enrollment registration costs for Health Tech Students at SAC State 4. Increase the number of advanced Ed classes taught on Valley's campus by 100% 5. Articulate agreement with Get Focused Stay Focused 6. All students who meet the advanced Ed requirements will be provided advanced education enrollment support and access to academic counseling.	Community College Research Center, Teachers College, Columbia University. https://ccrc.tc.columbia.edu/media/k2/attachments/dual-enrollment-research-overview.pdf	• Counselors and the After School Coordinator will provide and monitor the number of students participating in advanced education and dual enrollment options. • Counselors will monitor the number of credits received by students through advanced education, dual enrollment, and articulation agreements. • Number of Health tech students participating in ACES will increase by 15% • By the end of the first 3 weeks of the advanced ed course all students in the course will have been met with by counselor. • By the end of the school year over 50 students will have participated in advanced ed classes.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$3000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$3500	Contracts/Services	Edit	Delete

Actions/Services 1.3.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide supplemental instructional resources during both Distance Learning and In-Person Learning to support students academic, social and emotional needs of school programs and pathways such as AVID, JROTC, AP/Honors, Leadership, PLTW, Entrepreneurship, Fire-Science, Health, and Graphic Design. • Tutorology training for teacher(s); • AVID training and related expenses for teachers and counselors;	Review of AVID Research: Impact at the Postsecondary Level. http://www.avid.org/dl/res_research/research_review.pdf This action supports the second element -- High Quality Instruction -- of the 11 Elements of High Quality CTE Pathways: https://1.cdn.edl.io/gRgSqhMzHiB07h2onbsiVCdL96Fd0p1vbW93ALDNCOj52Ja1.pdf;.	• 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.

- Easels for tutorial groups in classrooms
- Supplemental AP study guides for AP courses
- Motivational/industry speakers (Ex. Unity Day, Assemblies, and cultural)
- Cleaning of uniforms for ROTC & Band

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$6000	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	$8500	Contracts/Services	Edit	Delete
CTE (7235/0000)	$7500	Materials/Supplies/Equipment	Edit	Delete
Student Fees (2312/0000)	$2000	Contracts/Services	Edit	Delete
AVID (7233/0000)	$3500	Materials/Supplies/Equipment	Edit	Delete
AVID (7233/0000)	$4734	Certificated Salaries	Edit	Delete

Actions/Services 1.3.3

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
AP courses enables all high school student to earn credit-bearing college credits and may provide students with both college and high school credits. AP courses can also cut the costs for students, exposes students to college-level coursework and rigor, and gives students greater confidence to enter and complete college. For this reason, we are committed in preparing and supporting targeted students by offering out of contract time for curriculum development and planning that will support students enrolled in AP courses that are academically at-risk. This goal will also support our teachers and counselors plan ways to increase the number of AP participation of principally targeted students. • Release time to plan, develop and align AP curriculum standards, pacing calendars and assessment. Attend professional development training for Pre-Ap, Honors, and AP locally and out of state.	The AP Program and Student Outcomes: A Summary of Research http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.190.953&rep=rep1&type=pdf	• Enrollment in AP offerings. • Passage rates of students enrolled in AP Courses. • Measure the effectiveness of AP Support courses by passage of the AP Test

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$1000	Certificated Salaries	Edit	Delete
PreAP Training (7218/0000)	$5000	Contracts/Services	Edit	Delete
Visual & Performing Arts (VAPA)(7450/0000)	$1000	Certificated Salaries	Edit	Delete

Site Goal 1.4

Valley High School is invested in supporting our English Learner students to have access to academic and social-emotional support so that they can be better prepared for college, career and life. Due to this last year being a COVID year, some of the following goals will maintain due to new data not being available

EL Department will create systems of support to monitor and help increase the ELPAC percentage levels where 100% of our EL Scholars are assessed
EL Department will create systems of support to monitor and help increase the percentage on the ELA CAASPP Standard Met or Exceeded by 3% from 9% to 12%
EL Department will create systems of support to monitor and help increase the percentage on the Math CAASPP Standard Met or Exceeded by 3% from 1% to 4%
EL Department will create systems of support to monitor and help increase the percentage on the Reclassification Criteria by 5% from 14% to 19%
EL Department will create systems of support to monitor and help increase the percentage on the a-g completion by 3% from 16% to 19%

EL Department will create systems of support to monitor and help increase the percentage on AP Enrollment by 2% from 9% to 11%

	Metric: Redesignation	

Actions/Services 1.4.1

Principally Targeted Student Group

• EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide coordination for EL programs to ensure correct placement, accurate assessment of student needs, review student performance and plan for professional development for EL Partnership Professional Development opportunities. 1. Release time for .333 FTE	"Reparable Harm" http://www.ctdev.changeagentsproductions.org/wp-content/uploads/2014/12/reparable_harm_executive_summary_rv.pdf	• Placements for EL students. • Grade distribution of EL students. • a-g completion rates of EL students. • Number of staff participating in Partnership events. • Evidence of targeted instructional strategies in walkthroughs. • Progress and re-designation rates of English Learners.

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	$35100	Certificated Salaries	Edit	Delete

Actions/Services 1.4.2

Principally Targeted Student Group

• EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide access to a copy machine for the production of EL specific lessons and the preparation of professional development materials for the EL Partnership. 1. Provide a copier contract designated only to EL located in the EL Coordinator's office.	"Reparable Harm" http://www.ctdev.changeagentsproductions.org/wp-content/uploads/2014/12/reparable_harm_executive_summary_rv.pdf	• Grade distribution. • EL Placements.

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	$1200	Contracts/Services	Edit	Delete

Actions/Services 1.4.3

Principally Targeted Student Group

• EL • Hispanic or Latino • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Additional ELA and Math Support • Provide math interventions to EL & LTEL's (long term English Learners) focused on math content areas, concepts and math literacy. • Provide ELA intervention to EL, RFEP & LTEL's foused on ELA standards. Intervention supports such as: 1. Differentiating the Lesson	*English Language Learners* (ELLs) at risk for *math disabilities* (MD) are challenged in solving word problems for numerous reasons such as (a) learning English as a second language, (b) limited experience using math vocabulary, and (c) lack of strategies to improve word-problem-solving skills. As a result of these difficulties, ELLs may not only need math support but also oral language and reading development assistance. https://journals.sagepub.com/doi/abs/10.1177/0731948713504206	• Grade distribution • End of semester passing rate • EL walk throughs data • CA Dashboard Redesignation Data • SBAC Math Results • After School Program Attendance

2. Use of structured peer-assisted learning activities involving heterogeneous ability groupings.
3. Use systematic and explicit instruction using visual and graphic representations.
4. Modify instruction based on data from formative assessments of students (such as classroom discussions or quizzes).
5. Provide opportunities for students to think aloud while they work.
6. Share and discuss formative assessment data results with students.
7. Instruction during the intervention should be explicit and systematic.
8. Interventions should include instruction on solving word problems that are based on common underlying structures.
    1. This includes instruction on how to reading and understand math problems.
    2. **On how to master ELA domains** for reading - literature, informational text, and foundational skills.
    3. On how to master **ELA domains** for writing - speaking and listening, and language
9. Be intentional regarding teaching students the eight Standards of Mathematical Practices.
10. Increase opportunities for productive student discourse.
11. Provide explicit instruction on writing in mathematics. For example, explaining answers and the processes taken to answer mathematical problems in writing.

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	$1100	Certificated Salaries	Edit	Delete

Actions/Services 1.4.4

Principally Targeted Student Group

• EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide professional development strategies to staff members regarding EL students and dual-identified students. 1. Time sheets for teachers participating in Multilingual Partnership professional development activities at 500.00 per teacher for 12 participating teachers.	"Understanding Language: Language, Literacy, and Learning in the Content Areas" http://ell.stanford.edu/	• Grade distribution for EL subgroup. • a-g completion for EL subgroup • Graduation rate for EL subgroup. • CAASPP Results for EL Subgroups • Implementation of SIOP instructional Strategies • Redesignation • EL Walk Throughs

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	$6500	Certificated Salaries	Edit	Delete

Actions/Services 1.4.5

Principally Targeted Student Group

• EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

Provide Saturday Graduation Academy for English Learners and struggling seniors to receive additional supports and homework assistance. 1. Bilingual assistance in Hmong and Spanish. 2. EL Teachers	"Reparable Harm" http://www.ctdev.changeagentsproductions.org/wp-content/uploads/2014/12/reparable_harm_executive_summary_rv.pdf	• Graduation rate of identified students. • Grade distribution of identified students

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	$4200	Certificated Salaries	Edit	Delete
EL Supplemental (7250/0000)	$2596	Classified Salaries	Edit	Delete

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Site Goal 1.5

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

Supporting All 10th and 11th grade scholars take the PSAT in the Fall
Supporting All 11th and 12th grade scholars take the SAT
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 12th grade students by paying the Sac. State college registration cost if they qualify and meet the criteria to enroll

Metric: Other (Site-based/local assessment)	

Actions/Services 1.5.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
We are committed in preparing and supporting ALL scholars to be College, Career and Life ready graduates. This action will allow us to bring down and remove barriers that will impede our qualifying scholars to have access to SAT/AP exams by supporting them with the cost of the exams. Our expected outcome is to increase our college and career culture and provide opportunities to all students but specifically to target students that may lack resources and access to the following exams. 1. AT and ACT registration and testing requirements: • School wide SAT participation Fees • AP Exam • AP Coordinator • Honors and AP outreach College registration costs: 1. SAC State 4 All registration	College Board Research Brief "A Review of the Role of College Counseling, Coaching, and Mentoring on Students' Postsecondary Outcomes" https://eric.ed.gov/?id=ED556468	• Counselors will recruit and monitor student participation rates in SAT, ACT, PSAT examinations. • Counselors and AP Coordinator will recruit and monitor student participation rates in AP examinations. • Counselors will recruit and increase the number of H/AP enrollment. • Counselors will recruit and monitor the number of CSU's & UC's and CCC college applications submitted. • All transcripts will be reviewed to ensure placement in AP/Honors courses prior to the beginning of the school year. All students will receive a virtual AP/Honors informational and course selection form. • 85% of all senior will have completed an application to the community college system.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$10000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$15000	Contracts/Services	Edit	Delete
AP Recruitment (7225/0000)	$1000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$5000	Contracts/Services	Edit	Delete

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Site Goal 1.6

Due to COVID, new data is not available, therefore, we will maintain our current goal to;

Increase the overall English Proficiency levels by 3% from 44% to 47%

- Increase English Learner ELA proficiency levels by 3% from 9% to 12%
- Increase African American ELA proficiency levels by 3% from 25% to 28%
- Increase Student with Disability ELA proficiency levels by 2% from 5%% to 7%
- Increase Hispanic ELA proficiency levels by 3% from 39% to 42%

Increase the overall Math Proficiency levels by 3% from 21% to 24%

- Increase English Learner Math proficiency levels by 3% from 1% to 4%
- Increase African American Math proficiency levels by 3% from 8% to 11%
- Increase Student with Disability Math proficiency levels by 2% from 0%% to 2%
- Increase Hispanic Math proficiency levels by 3% from 17% to 20%

Metric: CAASPP	

Actions/Services 1.6.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

Release time for teachers of 11th grade students to analyze the performance task data **(All)**
 	
SpEd Case Managers will collaborate and plan instructional best practices to support student performance in ELA and Math by:
 	
- Performing a comprehensive evaluation of the performance of **SWDs** by monitoring the completion of and scores on SBAC Performance Tasks and Practice Tests
- Ensure that **students with disabilities,** have access to the variety of accessibility supports designed to ensure universal access to the assessment
 	
    Universal Tools
    Designated Supports
    Accommodations
 	
ELA and Math teachers of 11th grade students will monitor the scores from the SBAC practice and performances tasks of Principally Targeted students Groups
 	
- Teachers will collaborate during PLCs to discuss progress and effective strategies
- Teachers will implement strategies the following month
- Teachers will provide feedback to the students and allow revisions or retakes to improve scores
 	
ELA and Math Teachers of 11th grade students who are also Principally Targeted students Groups will provide extra support to students and families regarding the SBAC assessments
 	
- Teachers will offer tutoring to Principally Targeted students
- Teachers will collaborate with EL Coordinator to invite parents to an SBAC Information Night
- Teachers will collaborate with the clerical staff to ensure communication with parents regarding the SBAC
- Teachers will monitor scores and progress of targeted students from the Performance Tasks and Practice tests
- Teachers will collaborate during PLCs to discuss effective strategies
 	
Teachers will offer feedback and allow retakes and revisions.
	IMPROVING PERFORMANCE OF STUDENTS WITH DISABILITIES
	https://ccsesa.org/?wpfb_dl=6657
	Group Differences in Standardized Testing and social Stratification
	https://eric.ed.gov/?id=ED562656
	The Perceptions of Standardized Tests (article)
		1. SpEd and GenEd teachers of 11th grade students will collaborate during a release day as well as during consult periods to discuss instructional best practices, and plan the frequency of Performance Tasks and Practice Tests. Testing accommodations will also be reviewed.
		2. ELA and Math teachers of 11th grade students will utilize Illuminate to monitor assessment scores of African American students. Results from the Interim assessments, Practice Tests, and Performance Tasks will be discussed. Teachers will provide feedback to students and offer opportunities for revisions or test retakes.
		3. ELA and Math teachers of 11th grade students will collaborate with the EL Coordinator and the Admin Support staff to ensure communication with EL students and their families regarding tutoring support and pertinent information regarding the SBAC. Collaboration will take place during prep periods, tutoring support will begin after quarter 1 progress reports, and communication to families can begin at the end of semester 1.
		4. ELA and Math teachers of 11th grade students will support Hispanic or Latino students by utilizing Illuminate to monitor assessment scores from Interim assessments, Practice Tests, and Performance Tasks. Students will be provided with feedback to determine their participation in tutoring services, as well as opportunities for retakes and revisions.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$5000	Certificated Salaries	Edit	Delete

Supplemental/Concentration (7201/0000)	$2000	Certificated Salaries	Edit	Delete
EL Supplemental (7250/0000)	$2000	Certificated Salaries	Edit	Delete

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

Site Goal 2.1

The site goal for testing participation is as follows:

- 95% of 459 sophomore students will participate in the PSAT
- 75% of EL Students will demonstrate progress toward English Proficiency
- Increase the percentage of parents participation in the District Parent Survey from 77% to 85%
- Increase the percentage student participating in the California Healthy Kids Survey - 9th grade from 75% to 85% - 11th grade from 56% to 75%
- Increase the percentage of Seniors participating in the Senior Survey from 90% to 95%
- 95% of students enrolled in an AP course will take the AP test in which they are enrolled
- Increase the percentage of staff participation in the LCAP Survey from 74% to 80%
- 90% of students will complete CCGI Enrollment
- 95% of Juniors will take the SAT in the Spring
- 90% of Seniors who meet the A-G will take the SAT
- 100% of EL Students will take the ELPAC

Metric: Data and Program Evaluation	

Actions/Services 2.1.1

Principally Targeted Student Group

• All • EL • R-FEP • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Create opportunities for Task Force Teams to be part of a focus group for assessment planning and data tracking in order to plan, develop and assess data with an aim to improve and meet our site goals. **for the following departments:** **will consist of time-sheet hours and/or sub release time** - English Department - Math Department - Science Department - Social Science Department - EL Department - Counseling Department - Special Ed. All core departments including EL Department and Special Ed. will have access to release time to plan, administer and analyze data from different formative and summative sources including but not limited to: - AP Results - EAP - PSAT/SAT - ELPAC - EGMAP - SBAC - SBAC Interim Assessment - Common Grade Level formative and summative assessments - Illuminate Assessment - Grad Rate	PLC research supports that a cycle of inquiry utilizing the PLC model (teacher teams) focused on data collection of student work, primarily formative and summative, can/will result in improved student achievement. Research by Marzano, DuFour, Kamold, Larsen, and our own site data supports this best practice. Specifically, "One of the primary characteristics of high performing and high impact schools that are successfully closing the [ ] achievement gap - is their laser like focus on teacher collaboration as key to imporving instruction and reaching all students. (Education Trust, 2005; Kersaint, 2007). "English Learners (ELs)—students whose second language is English and who are not fully proficient in English—constitute the fastest growing portion of the K–12 student population. By 2025, according to U.S. government estimates, as many as one in four students in the United States will come from a home where a language other than English is spoken. Because many of these students tend to do poorly in school, teachers are encouraged to regularly use research-based practices to improve these students' academic achievement. Yet knowing which practices actually are research-based—that is, they are supported by research demonstrating impact on student outcomes—is not clear to many educators. This series of articles will help educators identify students' levels of oral and academic language proficiency, offer interactive and direct techniques to promote literacy development, and build and maintain effective programs for ELLs." (Rhoda Colman: 2010 Kappa Delta Pi International Honor Society in Education)	CA Dashboard and local Data - Access to Courses (Honors, AP/IB, CTE) - A-G Completion Rate - AP/IB Result Data - CAASPP Result DATA - Graduation Rate - Content Standards Implementation - CTE Sequence Completion - EAP - Instructional Materials - Progress toward English Proficiency - Redesignation - Illuminate Assessment Results - Teacher Assignment

Funding Source	Amount	Description of Use		

Title I – Basic (4900/3010)	$8000	Certificated Salaries	Edit	Delete

Actions/Services 2.1.2

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Increase access to the SAT, ACT and other college going assessments by • Administering the SAT during the school day. • promoting the SAT and ACT by hosting parent-student workshop or info-sessions	College entrance exams, such as the SAT, are the gateway to college for most students. Not only does the SAT measure a student's college? and career? readiness, but higher participation rates are a strong indicator of a culture of high expectations within school districts.1 Among 2013 graduates, national data show that SAT participation rates hover around 50 percent, but individual scores indicate that only 43 percent of participants are prepared for college?level coursework.2 Hanover Research identifies best practices for increasing SAT participation and expanding student opportunity, looking at both direct and indirect methods of encouraging students to participate. Offering the SAT during regular school hours: SAT School Day, an initiative first offered in 2010, helps states and school districts foster a culture of college interest by increasing access. Students take the SAT for free, during the school day, reducing potential Saturday testing barriers (e.g., part?time jobs, family responsibilities). In 2014, SAT School Day will be offered to all junior and senior public school students in more than 60 districts, 14 states, and the District of Columbia. 2014 Hanover Research	District Administration Practice	Number of students assessed. Passing/Score Rate. Number of Students attending College

Funding Source	Amount	Description of Use		

Actions/Services 2.1.3

Principally Targeted Student Group

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide professional development, release time and school-wide trainings for Distance Learning and in Person Learning on 1. Accessing and interpreting student data from compulsory summative assessments (i.e. ELPAC, IEP, CAASPP, CAST, EGMAP, Illuminate etc.) 2. On gathering and analyzing student summative data in order to address individual student learning needs and student engagement. 3. On how to use structures like standards, ESLRs/graduate profile, EAR, 4. On SIOP implement research-based best practices that support all teachers, including English Learners, in supporting all students as we progress to closing the achievement gap	Making Sense of Data-Driven Decision Making in Education https://www.rand.org/pubs/occasional_papers/OP170.html https://www.rand.org/content/dam/rand/pubs/occasional_papers/2006/RAND_OP170.pdf https://www.tandfonline.com/doi/full/10.1080/00131881.2019.1625716 Toolkit for a workshop on building a culture of data use https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015063.pdf Data-Driven Decision Making CTAC — Community Training and Assistance Center	Instructional Rounds Data Professional Development Agendas and Feedback SIOP Team meeting agendas and minutes Meeting minutes Departmental Instructional Calendars Lesson Plans Formative Assessment Data Teacher Release Agendas and Meeting minutes Sign-In Sheets Surveys Data driven assessments Illuminate PICSee

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$2000	Certificated Salaries	Edit	Delete

Actions/Services 2.1.4

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
ELPAC Coordinator will collaborate with EL Coordinator, EL Administrator and our Multi-Lingual Advocates Partnership team (MAP) to develop and implement a testing calendar to administer and keep track of all EL Students that need to be assess either on the Initial and/or the Summative ELPAC. EL Coordinator in collaboration with MAP Team will create opportunities to evaluate and analyze the ELPAC data to create a targeted plan of support for EL students to look at gaps that are keeping our EL students from being reclassified.	Making Sense of Data-Driven Decision Making in Education https://www.rand.org/pubs/occasional_papers/OP170.html https://www.rand.org/content/dam/rand/pubs/occasional_papers/2006/RAND_OP170.pdf https://www.tandfonline.com/doi/full/10.1080/00131881.2019.1625716 Toolkit for a workshop on building a culture of data use https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015063.pdf Data-Driven Decision Making CTAC — Community Training and Assistance Center	ELPAC data Initial assessments number of EL students being reclassified EL Instructional Rounds Data Professional Development Agendas and Feedback SIOP Team meeting agendas and minutes Formative Assessment Data Teacher Release Agendas and Meeting minutes Surveys Data driven assessments Illuminate PICSee

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	$3000	Certificated Salaries	Edit	Delete

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

District Needs and Metrics 3:

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

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Site Goal 3.1

Increase student access and participation in enrichment activities.

Valley will increase school Connectedness with all stakeholders

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

Metric: Social Emotional Learning

Actions/Services 3.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide extra-curricular activities and opportunities for students to attend off-campus competitions and workshops such as: • VEX Robotics • Engineering competitions • Mathletes	"Robots in K-12 Education: A New Technology for Learning" https://robotics.usc.edu/publications/media/uploads/pubs/RobotsInK12Education_Ch15.pdf International Model United Nations Association http://imuna.org/	• Participation and ranking in off campus competitions. • Student attendance in related preparation activities.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$1500	Certificated Salaries	Edit	Delete

Actions/Services 3.1.2

Principally Targeted Student Group

• All • Black or African American • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Increase opportunities for out of school enrichment activities that provide real world skills to students. 1. Provide funding for academic clubs to receive industry training in topics related to the four core. Topics to include robotics, engineering, spoken word, theater, and other related activities. 7 hours a week of teacher hourly for 30 weeks.	"The Importance of Engineering: Education, Employment, and Innovation" https://www.nae.edu/19582/Bridge/119585/119587.aspx "Why Driver's Education is a Must for Teen Drivers" https://www.obrella.com/news/why-drivers-education-is-a-must-for-teen-drivers/	• Student participation and completion rates.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$10000	Certificated Salaries	Edit	Delete

Actions/Services 3.1.3

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide academic field trip opportunities to clubs, pathways and programs tied to academic goals and objectives. 1. Field trips provided for clubs and activities including participation at Caesar Chavez Day, SAYS Poetry Slam, BSU Leadership events, art exhibitions, and science museums. 2. Field trips for CTE Pathways and programs such as PLTW, JROTC, Fire Science, Entrepreneurship, Graphic Design	http://educationnext.org/the-educational-value-of-field-trips/ "The Educational Value of Field Trips" Field trips support the second element -- High Quality Instruction -- of the 11 Elements of High Quality CTE Pathways: https://1.cdn.edl.io/gRgSqhMzHiB07h2onbsiVCdL96Fd0p1vbW93ALDNCOj52Ja1.pdf;	Number of participating students; for CTE pathways, participants will be recorded in VHS's online WBL log. Attendance in related activities.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$1500	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$1000	Classified Salaries	Edit	Delete

CTE (7235/0000)	$1000	Certificated Salaries	Edit	Delete
CTE (7235/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	$8000	Contracts/Services	Edit	Delete

Actions/Services 3.1.4

Principally Targeted Student Group

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1 FTE staffing for School Counselor • Provide academic, social-emotional and behavioral support and counseling to at-risk and low performing students • Provide counseling to families to assist students with school and social adjustment problems. • Conduct home-visit as appropriate to support with the ability to cope with life's challenges. • Provide wellness training to staff.	American School Counselor Association https://www.schoolcounselor.org/school-counselors/professional-development/asca-u-specialist-trainings/mental-health-specialist • Academic Achievement and the Implementation of School-wide Behavior Support	Reduction in 1st semester suspension rates as compared to 2019/20 • (Dashboard measure as well) Reduction in 2nd semester suspension rates as compared to 1st semester 60% of staff will attend at least 1 wellness activity in the 1st semester By the end of the year 90% of staff will have attended a wellness activity According to the dashboard SWD graduations rates dropped last year. Home visits will be conducted to the top 10% of lowest attending students with disabilities. Facilitate workshops for conflict mediation and restorative circles By the end of the school year more than 50 sections will receive mindful meditation in the classroom 70% of students who receive meditation instruction will report that they have had an increase in positive adaptive coping skills Counselor will provide group counseling to 3 groups for 8 sessions each focusing on personal social issues. CHKS Data Social-Emotional Survey Data School climate Survey Data PICSee Data • PBIS • FACE Parent meeting of low performing and at-risk students • number of meeting with at-risk students • Number of Office referrals due to Classroom behavior, • Suspension data

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$85599	Certificated Salaries	Edit	Delete

Site Goal 3.2

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

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

Increasing our overall percent of graduating seniors from 92.5% to 95%

• Increase our graduation percentage of African American students from 85.4% to 87.4%
• Increase our graduation percentage of Hispanic students from 93.8% to 94.8%
• Increase our graduation percentage of Student with Disabilities from 75.4% to 76.4%

Decreasing our High School Dropout rate from 3.2% to 2.2%

- Decrease our High School Dropout rate of African American Students from 2.4% to 1.4%
- Decrease our High School Dropout rate of Hispanic Students from 3.7% to 2.7%
- Decrease our High School Dropout rate of Students With Disabilities from 3.3% to 2.3%

Decreasing the duplicated student suspension rate from 9.8% to 5.8%

- Decrease our suspension rate of African American Students from 25.8% to 20.0%
- Decrease our suspension rate of Hispanic Students from 7.1% to 5.1%
- Decrease our suspension rate of Students with disabilities from 16.1% to 14.1%

Metric: School Climate	

Actions/Services 3.2.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide opportunities for national conferences for teachers including all site pathways and other programs, counselors and admin/leadership to explore professional learning centered on strategies for increasing • College-Career Rate • Student Engagement • A-G • Graduation • Teaching & Learning	http://www.ascd.org/Default.aspx Conferences and Professional Development The following module discusses faculty professional development and discusses how conferences can play a key role. https://cirt.gcu.edu/research/developmentresources/research_ready/presentationready/prof_develop **Why attend conferences? Why are they useful?** There are many reasons that faculty should attend academic conferences. Gaining knowledge, presenting their research results and staying current in the field are, of course, primary reasons that many attend. However, there are a variety of reasons that faculty should attend conferences as a professional development tool. Professional development supports the ninth element -- Skilled Faculty -- of the 11 Elements of High Quality CTE Pathways: https://1.cdn.edl.io/gRgSqhMzHiB07h2onbsiVCdL96Fd0p1vbW93ALDNCOj52Ja1.pdf;	• 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.

Funding Source	Amount	Description of Use		
CTE (7235/0000)	$1000	Contracts/Services	Edit	Delete
EL Supplemental (7250/0000)	$2000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$45000	Contracts/Services	Edit	Delete

Actions/Services 3.2.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Explore various methods of increasing student engagement in the learning process. 1. Teacher groups to examine systemic issues that prevent student learning and achievement such as: • Current schedule, • Teaching and Learning Model and systems • Data Tools to monitor student progress 2. 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. 3. Implementation of School Wide PBIS behavioral expectations and Social Emotional Learning	http://shadowastudent.org/ https://www.carnegiefoundation.org/blog/why-a-nic/ https://casel.org/what-is-sel/	• a-g Rates • Grade Distribution • Teacher retention rates • PLC's • Illuminate • Monthly feedback of classroom observations related to Teaching and Learning Model and SEL lessons in practice. •

Lessons.

- Viking Counsel will help develop SEL and Viking Strong Lessons.
- Mindfulness Lessons

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$5500	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$2500	Classified Salaries	Edit	Delete
Title I – Basic (4900/3010)	$5000	Contracts/Services	Edit	Delete

Site Goal 3.3

Valley's goal is to continue to reduce the number of suspensions by raising awareness and implementing strategies to promote student wellness and social emotional support for all students. However, due to last year being a COVID year and the number of students suspended will be significantly low, it is proposed to maintain this data point as a reference to compare school year 21-22

Decrease the percentage of the school's overall suspensions that have at least one suspension from 9.1% to 8.1%

- Decrease the percentage of Hispanic students that have at least one suspension from 7.0% to 6.0%
- Decrease the percentage of Students with Disabilities that have at least one suspension from 14% to 13%
- Decrease the percentage of Pacific Islanders students that have at least one suspension from 15% to 14%
- Decrease the percentage of Homeless students that have at least one suspension from 16% to 15%
- Decrease the percentage of Two or More Races students that have at least one suspension from 21.4% to 20.4%
- Decrease the percentage of African American students that have at least one suspension from 20% to 19%

Metric: Suspension	

Actions/Services 3.3.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Support initiatives to implement a system of behavior management techniques to decrease conflict and support PBIS, Equity, Restorative Justice, and practices around wellness. 1. Provide a motivational speaker to students, staff and parents which will focus in increasing academic awareness. 2. Recognize the academic success of our ABC Scholars.	Robert H. Horner, George Sugai and Timothy Lewis A major focus for current policy and systems change efforts in education and mental health is the extent to which states are investing in practices and procedures that are supported by rigorous research evidence. Evidence-based practices have been demonstrated in formal research studies to be related to valued outcomes for children and their families. A reasonable question is if School-wide Positive Behavior Interventions and Supports (PBIS) is an evidence-based practice. The purpose of this document is to lay out the current evidence assessing SWPBIS and the considerations that may be relevant for state, district and national decision-makers. School-wide Positive Behavior Interventions and Supports is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies. https://www.pbis.org/ The Efficacy of Restorative Practices on Reducing and Preventing Problem Behaviors in Adolescents http://repository.stcloudstate.edu/cgi/viewcontent.cgi?article=1029&context=sped_etds http://restorativejustice.org	• Suspension rates. • Incidents of specific negative behaviors on campus. • Expulsion rates

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$8000	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	$1500	Certificated Salaries		

			Edit	Delete
Title I – Basic (4900/3010)	$2000	Materials/Supplies/Equipment	Edit	Delete
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 3.3.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide release time for Viking Council meetings to discuss issues related to PBIS, Equity and Restorative Practices. 10 staff members for 8 meetings per year of two hours each at 50.00 per hour. 2. Provide a stipend for the development of Viking Time lessons for all grade levels centered on the ideas of PBIS. 3. Provide supplies, equipment and materials that will connect and support the social-emotional learning and wellbeing of students.	**Preventive Classroom Behavior Management Practices** George Sugai, Brandi Simonsen, Jen Freeman, and Susannah Everett Centers for Behavioral Education and Research and on Positive Behavioral Interventions and Supports University of Connecticut This guide was developed to provide an overview of recommended practices for student behavior within effective school-wide and classroom systems. To be most useful, the implementation of these practices and supports should be led by a team and integrated within a multi-tiered positive support framework in which all students have maximum opportunities and direct access to effective academic and behavior instruction curricula school and classroom wide. To insure consistency, efficiency, and relevance for all students and staff, the implementation of classroom behavior management must be integrated within a multi-tiered school-wide system behavior supports. Classroom teachers should adapt classroom behavior expectations to their curriculum, design of instruction. https://www.pbis.org/.../pbisresources/Primer%20Best%20Practices%20Encouraging% PBIS.org Using Technology to Foster Social-Emotional Learning https://learnsafe.com/using-technology-to-foster-social-emotional-learning/ https://learnsafe.com/category/mental-health/ https://stanfield.com/5-sel-technology-tools/	• Suspension rates. • Number of incidents of specific behaviors on campus. • Participation in Viking Council meetings. • California Healthy Kids Survey Results.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$8500	Certificated Salaries	Edit	Delete

Actions/Services 3.3.3

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide clerical support for activities supporting student wellness including coordination of student incentives, coordination and scheduling of restorative practices, management of Title I administrative time, provide increased parent communication, and improved data compilation. 1. Provide .1850 FTE for a Program Assistant Prevention and Intervention	PBIS.org	• Parent contacts. • Compilations of data. • Calendars showing coordinated activities. • Suspension and expulsion data.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$13047	Classified Salaries	Edit	Delete

Site Goal 3.4

Increase English Learner Graduation Rate by 2% from 88.3% to 90.3%

Increase Asian Graduation Rate by 2% from 93.9% to 95.9%
Increase African American Graduation Rate by 2% from 85.4% to 87.4%
Increase Hispanic Graduation Rate by 1% from 93.8% to 94.8%
Increase Student with Disabilities Graduation Rate by 1% from 75.4% to 76.4%

Metric: Cohort Graduation	

Actions/Services 3.4.1

Principally Targeted Student Group

• Asian • Black or African American • Hispanic or Latino • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide additional support and resources for academic counseling and guidance to targeted students to increase graduation rate. Focus on individual 9th grade students • Create a four-year plan that is focused on graduation, College and Career pathway. • Link Crew support and mentoring • Create opportunities for teacher collaboration and data analysis to support the success of all students AVID • Increase and support AVID participation of African-American students Have dedicated teams of staff members to support struggling students • Counseling • ASSET's Coordinator • College and Career Counseling • EL Coordinator • Pathways Advisors Use multiple types of interventions • ASSET's • Tutoring • IYT Mentoring • After School Program • Edgenuity	To Improve High School Graduation Rates Students are more likely to earn a diploma if they do well in 9th grade https://www.edweek.org/ew/articles/2017/03/24/six-ways-to-improve-high-school-graduation.html Best Practices in Raising High School Graduation Rates http://www.gssaweb.org/wp-content/uploads/2015/04/Best-Practices-in-Raising-High-School-Graduation-Rates-1.pdf	Monitor student attendance Monitor student academic achievement • Grade distribution • pre and post assessments • site base walk through data Interventions program attendance • Tutoring • Saturday School • After School Programs • Edgenuity Data

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$5000	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	$3614	Certificated Salaries	Edit	Delete

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

• Attendance Rate
• Chronic Absentee Rate
• Family and Community Engagement
• Input in Decision Making
• Other (Site-based/local assessment)
• Partnerships for Student Outcome
• Relationships Between Staff and Families

Site Goal 4.1

Increase family and staff interactions to build relationships and community with an aim to increase student social-emotional wellbeing and academic achievement.

Increase all parent satisfaction for having a safe school environment based on the LCAP needs survey results.
Increase Interactive measure for Family and Community Engagement from 1 to 2 on the PICsee.
Increase Interactive measure for Positive Behavior Intervention and Supports from 2 to 3 on the PICsee.

Metric: Family and Community Engagement	

Actions/Services 4.1.1

Principally Targeted Student Group

• All • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Parent-Guardian-School Community Outreach and Partnership Parent and community outreach is integral to growing and sustaining high quality learning, programs and CTE Academy/Pathway. Actions to meet this need may include: 1. Parent participation, engagement and decision making on our Program, CTE Academy & Pathway 2. Home Visits to students that are academically and social-emotionally at-risk. 3. Outreach to community and Industry Sector for internships and guest speakers 4. Featured AP/H, Programs, Pathways and CTE presentations during course registration 5. Publications to support programs 6. Clerical staff to support and increase parent participation with school/district surveys.	Parent, Family, Community Involvement in Education The research is clear, consistent, and convincing Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs. Researchers cite parent-family community involvement as a key to addressing the school dropout crisis and note that strong school-family-community partnerships foster higher educational aspirations and more motivated students. The evidence holds true for students at both the elementary and secondary level, regardless of the parent's education, family income, or background—and the research shows parent involvement affects minority students' academic achievement across all races. http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf	1. Sign-in sheets with number of parent participation and engagement 2. Quarterly measure the number of Home Visits. 3. Number of industry sector connections to include internships and certification 4. Students and parent participation, sign-in sheets, and agreement application of commitment to participate in AP/H, Programs, Pathways and CTE 5. Postage and printing including supplies 6. Parent Survey (EGUSD)

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$1500	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$1000	Classified Salaries	Edit	Delete
Title I – Basic (4900/3010)	$2000	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	$2000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 4.1.2

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Parent and Community Engagement Events and activities and may include, but are not limited to: 1. Freshman Parent Orientations (Fall/Spring) 2. AP Information Night (Spring) 3. Parent Workshops (Fall/Spring) 4. Youth Mental Health Parent/Staff Trainings 5. Social Media updates, development and monitoring the effects on technology outreach 6. Kaiser Mindfulness Series 7. ParentVUE outreach and support 8. Parent Education 9. Postcards & Postage 10. Time sheet for clerical and certificated staffing to support parent outreach and trainings. 11. Publication and printing 12. Outside/community guest speakers for students and parents.	Engagement: Sam Redding, Marilyn Murphy, & Pam Sheley, Editors www.schoolcommunitynetwork.org: The one historical constant is the research and practice links between low-income families engaging with their schools, which leads to higher student achievement, greater social and political capital for families, and empowerment to demand high achieving education (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010; Gold, Simon, & Brown, 2002; Henderson & Mapp, 2002; Nye, Turner, & Schwartz, 2006). "...organizing parents is an important function for school accountability and collective action, but parents should organize around a shared vision such as increasing the number of children ready for college or providing a quality education for all children, rather than around interests that often compete and divide parents. Whether Title I, English as a Second Language (ESL), or special education, among other programs, the school and parent visions should be aligned and a learning culture developed where educators and parents	• Parent participation and engagement (sign in sheets) • Parent Survey results (EGUSD) • Percentage of students enrolled in and completed Academy/Pathway programs • Number of industry sector connections to include internships and certification • Attendance at Parent Workshops • Efficacy of Workshops • Number of students enrolled in AP/Honors courses to include disaggregated data for LCAP subgroups

13. Light Refreshments and supplies for events, i.e. water, coffee, hot chocolate , cookies, snacks, flyers, school information items, i.e. magnets, cards, brochures
14. Student awards and recognition support, supplies and light refreshments
15. Clerical staff to support and increase parent participation.

Technology Equipment to:
increase awareness of site events and functions. Facilitate data collection and tracking on student attendance and wellness.

learn together. Parents should see the benefit of advocating for all children, as well as their own. Family engagement should not be an add-on or a program but should be interwoven throughout the school—its instructional program, planning and management, and other aspects of school life so that schools are places of connection and the center of the community. As families gain knowledge about what constitutes a high achieving school, they will also feel ownership over advocating for change (Moles and Fege 2010)"

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$8000	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	$8000	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	$3000	Classified Salaries	Edit	Delete
EL Supplemental (7250/0000)	$500	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	$2114	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 4.1.3

Principally Targeted Student Group

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Increase the frequency of highly publicized parent and community meetings (ELAC, SSC, H/AP, and AVID) by providing refreshments, materials and resources to communicate and publicized meeting (Post-Cards and letters) as necessary to provide opportunities for positive staff and parent interactions	There are many reasons for developing school, family, and community partnerships. They can improve school programs and school climate, provide family services and support, increase parents' skills and leadership, connect families with others in the school and in the community, and help teachers with their work. https://search.proquest.com/openview/9e3a9e802f80705150dceec414b8ed1c/1?pq-origsite=gscholar&cbl=41842 http://www.tandfonline.com/doi/abs/10.1080/0924345960070402	Monitor parent/guardian attendance rates in ELAC, SSC, Principal's Community meetings, school-based parent trainings and programs during and after school activities via sign-in sheets.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$3000	Materials/Supplies/Equipment	Edit	Delete
EL Supplemental (7250/0000)	$700	Materials/Supplies/Equipment	Edit	Delete

Site Goal 4.2

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

Decrease the overall percentage of students being chronically absent by 2% from 19.5% to 17.5%

- Decrease the percentage of African American students who are chronically absent by 2% from 30.7% to 28.7%
- Decrease the percentage of Hispanic students who are chronically absent by 2% from 19.9% to 17.9%
- Decrease the percentage of EL students who are chronically absent by 2% from 17.8% to 15.8%
- Decrease the percentage of Students with Disabilities who are chronically absent by 2% from 35.5% to 33.5%

Metric: Chronic Absentee Rate

Actions/Services 4.2.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

| Provide bilingual assistance in Spanish, Farsi, and Hmong for increased communication with parents, particularly around attendance and chronic absenteeism.

1. Hire three paraeducators or teaching associates on a timesheet for an average of 8 hours per week for 36 weeks at 18.00 per hour. | Communicating with Parents: Strategies for Teachers.
http://www.adi.org/journal/ss05/Graham-Clay.pdf | Attendance rates
Number of students meeting chronic absenteeism guidelines.
Phone calls
Decrease of SARB letters |

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$5500	Classified Salaries	Edit	Delete
EL Supplemental (7250/0000)	$2800	Classified Salaries	Edit	Delete

Site Goal 4.3

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

- African American from 44% to 49%
- Hispanic Latino from 44% to 49%
- Asian from 37% to 42%

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

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

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

| **Metric:** Relationships Between Staff and Families | |

Actions/Services 4.3.1

Principally Targeted Student Group

• School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Re-Image school • Signage throughout campus to promote a positive school culture and climate.	*School climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.* http://blogs.edweek.org/edweek/finding_common_ground/2016/06/5_ways_to_foster_a_positive_school_climate.html	• Picsee Data • Attendance Rate • PBIS TFI Results • California Healthy Kids Survey • Enrollment schoolwide and in special programs

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$3000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 4.3.2

Principally Targeted Student Group

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Valley High School believes that by creating	https://www.counseling.org/resources/library/VISTAS/vistas06_online-	1. School's High-Quality Pathway will

a strong relationship with our parents and community will increase retention and awareness to our pathways, academy, programs and school.

The focus of this action is to:

1. Offer 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 includes:

- Major ethnic groups events
    - Day of the Dead
    - Mini-Hmong Events
    - BSU Spotlight on Excellence
- Top Ten dinner,
- Pathways and Programs on campus such as JROTC awards banquet.

Costs may include preparation time, instructional materials food, equipment and services.

only/Ziffer.pdf

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.

2. Programs will Attendance at events
Parent communications with members of staff
Parent/guardian attendance rates

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$2000	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	$1000	Classified Salaries	Edit	Delete
Title I – Basic (4900/3010)	$1800	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	$5500	Materials/Supplies/Equipment	Edit	Delete
Family & Community Engagement (7415/0000)	$1500	Contracts/Services	Edit	Delete
Family & Community Engagement (7415/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete
CTE (7235/0000)	$750	Materials/Supplies/Equipment	Edit	Delete
CTE (7235/0000)	$750	Contracts/Services	Edit	Delete

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.

Local Control Accountability Plan (LCAP)
Year 2021 - 2022

V. Funding

Valley High School - 497

Fund Source *Mgmt. Code/Description Resc. Code/Description*	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2200 Regular Education (9-12) **0000** Unrestricted	0	$0	$107,323	$107,323	$107,323	$0	$0	$0	$0
2201 Regular Education (9-12) - Allocated FTE **0000** Unrestricted	85.0362	$0	$8,339,100	$8,339,100	$8,339,100	$0	$0	$0	$0
2222 Results Staffing EGEA (9-12) **0000** Unrestricted	2	$0	$175,341	$175,341	$175,341	$0	$0	$0	$0
2230 Non-Instructional FTE (9-12) **0000** Unrestricted	1.5	$0	$193,112	$193,112	$193,112	$0	$0	$0	$0
2270 Extended Day (9-12) **0000** Unrestricted	0	$0	$44,520	$44,520	$44,520	$0	$0	$0	$0
2301 A/B Block Schedule **0000** Unrestricted	3	$0	$333,604	$333,604	$333,604	$0	$0	$0	$0
2312 Education Fees **0000** Unrestricted	0	$0	$15,000	$15,000	$15,000	$0	$0	$0	$0
2340 Secondary Counselors **0000** Unrestricted	3.7	$0	$490,700	$490,700	$490,700	$0	$0	$0	$0
4255 Regional Occupational Program **0000** Unrestricted	1.167	$0	$217,314	$217,314	$217,314	$0	$0	$0	$0
4275 AVID Support **0000** Unrestricted	0.4	$0	$35,311	$35,311	$35,311	$0	$0	$0	$0
4380 Health Services **0000** Unrestricted	1	$0	$50,067	$50,067	$0	$0	$50,067	$0	$0
4700 Summer School/Extended Learning Administration **0000** Unrestricted	0	$0	$3,657	$3,657	$3,657	$0	$0	$0	$0
5495 Allocated FTE Leave **0000** Unrestricted	0	$0	$118,089	$118,089	$118,089	$0	$0	$0	$0
5634 Custodial Services **0000** Unrestricted	10	$0	$692,278	$692,278	$0	$0	$692,278	$0	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	0	$0	$51,228	$51,228	$37,000	$0	$3,614	$10,614	$0
7206 Academic Competitions **0000** Unrestricted	0	$0	$500	$500	$500	$0	$0	$0	$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training **0000** Unrestricted	0	$0	$5,000	$5,000	$5,000	$0	$0	$0	$0
7220 Honors/Advanced Placement Coordination **0000** Unrestricted	0	$0	$4,855	$4,855	$4,855	$0	$0	$0	$0
7225 Honors/Advanced	0	$0	$1,000	$1,000	$1,000	$0	$0	$0	$0

Description									
Placement Outreach (OCR) **0000** Unrestricted									
7233 AVID Support **0000** Unrestricted	0	$0	$8,234	$8,234	$8,234	$0	$0	$0	$0
7235 Career and Technical Education (CTE) Site Supplies/Equipment **0000** Unrestricted	0	$0	$12,000	$12,000	$7,500	$0	$3,000	$1,500	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	0.5	$0	$67,196	$67,196	$58,196	$3,000	$2,000	$4,000	$0
7265 Secondary Support Staffing **0000** Unrestricted	1	$0	$66,866	$66,866	$66,866	$0	$0	$0	$0
7270 PBIS Coordination **0000** Unrestricted	0.333	$0	$40,788	$40,788	$0	$0	$40,788	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
7450 Visual & Performing Arts (VAPA) **0000** Unrestricted	0	$0	$15,000	$15,000	$15,000	$0	$0	$0	$0
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	4.9875	$0	$876,283	$876,283	$623,837	$10,000	$203,646	$38,800	$0
2200 Regular Education (9-12) **3210** Elementary & Secondary School Relief (ESSER)	0	$0	$15,434	$15,434	$15,434	$0	$0	$0	$0
2200 Regular Education (9-12) **3212** Elementary & Secondary School Relief II (ESSER II)	0	$0	$15,434	$15,434	$15,434	$0	$0	$0	$0
4720 Office of Expanded Learning **4124** ESSA: Title IV, Part B, 21st Century Community Learning Centers Program	0.5	$55,665	$280,486	$336,151	$336,151	$0	$0	$0	$0
5610 Food and Nutrition Services Center **5310** Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	8.3752	$0	$382,130	$382,130	$0	$0	$382,130	$0	$0
4020 Secondary Education **5828** School Yard Habitat	0	$281	$0	$281	$281	$0	$0	$0	$0
4355 Healthy Start **5857** Title I - Student Support Centers (rolls to 3010)	1.75	$0	$177,188	$177,188	$177,188	$0	$0	$0	$0
4900 Director of School Improvement Support **5860** Title I - Afterschool - District (rolls to 3010)	0.25	$0	$9,984	$9,984	$9,984	$0	$0	$0	$0
3150 Independent	16.25	$0	$1,136,897	$1,136,897	$1,136,897	$0	$0	$0	$0

Living Skills (ILS) **6500** Special Education								
3410 Special Education Mild/Moderate **6500** Special Education	12	$0	$931,844	$931,844	$931,844	$0	$0	$0	$0
3770 Full Inclusion **6500** Special Education	8.344	$0	$188,426	$188,426	$188,426	$0	$0	$0	$0
3650 Academic, Behavior and Social Supports Self-Contained Classes (ABSS-SCC)-Tier II **6512** Special Education: Mental Health Services	0.135	$0	$37,152	$37,152	$37,152	$0	$0	$0	$0
4455 Textbook Reimbursement **9020** Lost/Damaged Textbooks Reimbursement	0	$40,802	$0	$40,802	$40,802	$0	$0	$0	$0
4250 Director of College and Career Connections **9543** Air Force ROTC - Valley High School	1	$0	$120,980	$120,980	$120,980	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	163.2279	$96,748	$15,261,321	$15,358,069	$13,911,632	$13,000	$1,378,523	$54,914	

Total Funds Provided to the School Through the Consolidated Application	TBD	**Title I Centralized Services**		
Total Federal Funds Provided to the School from the LEA for CSI	N/A	Title I Foster Youth	$54,616	Title I Homeless	$18,502
		Title I Centralized Services	$211,925	Title I Preschool	$0
Subtotal of additional federal funds included for this school	$1,812,885			
Subtotal of state or local funds included for this school	$13,545,184			

Principal   **Bridgette Kemp-Bell**

School Site Council Chairperson   **Sheila Pong**

EL Advisory Chairperson   **TBD**