Valley High School

Local Control Accountability Plan (LCAP)
2020 - 2021

Principal:

(Signature):

County-District-School (CDS) Code: 34673143430170

Elk Grove Unified School District
Elk Grove, California

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

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

Local Control Accountability Plan (LCAP) Table of Contents

Valley High School | 2020 - 2021

I. Introduction

Valley High School | 2020-2021

Elk Grove Unified School District - Description

The Elk Grove Unified School District has served the Cosumnes River- south Sacramento area since 1959 as a unified district. The 320 square miles of the district includes the city of Elk Grove as well as the southern part of the city of Sacramento and large portions of Sacramento County. As of **October 2019** our K-12 enrollment was **65,122**, a figure that includes 9,597 students who are English Learners. Students come to Elk Grove from all over the world, and they speak more than 65 different languages.

Mission Statement:

The Elk Grove Unified School District will provide a learning community that challenges ALL students to realize their greatest potential

Core Values:

Outcomes for students: *Achievement of core academic skills; Confident, effective thinkers and problem solvers; Ethical participants in society*

Commitments about how we operate as an organization: *Supporting continuous improvement of instruction; Building strong relationships*

High expectations for learning for ALL students and staff: *Instructional excellence; Safe, peaceful, and healthy environment; Enriched learning environment; Collaboration with diverse communities and families*

School Description

See School Accountability Report Card at www.egusd.net

School Demographics

	School
Enrollment (SOURCE: October 2019, CDE)	1,698
English Language Learners (SOURCE: October 2019, CDE)	346
Languages other than English (SOURCE: October 2019, CDE)	25
Students of Poverty (SOURCE: October 2019, CDE)	1,544

Ethnicity

	African American	American Indian	Asian	Hispanic	Two or More Races	Pacific Islander	White	Unknown
School (SOURCE: October 2019, CDE)	267 (15.72%)	6 (0.35%)	397 (23.38%)	759 (44.70%)	61 (3.59%)	68 (4.00%)	80 (4.71%)	0 (0.00%)

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

LEA Choice

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Site Local Control Accountability Plan is a strategic plan that identifies federal, state, and local resources available to the school while aligning with and informing the district Local Control and Accountability Plan process.

The plan consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI). This plan is designed to meet schoolwide program planning requirements and the CSI, TSI, or ATSI requirements, as applicable.

The Site LCAP planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the plan, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

II. Twelve Month Continuous Improvement Calendar

Valley High School | 2020-2021

Get Calendar Here

12-MONTH CONTINUOUS IMPROVEMENT 2.0

ELK
GROVE
Unified School District

EGUSD E4

Site _____
Principal _____
Director _____

September	Target	Actual
Review Site LCAP Development Survey results	9/1	
Begin review of Program Implementation Continuum (PIC) for EL, PBIS and FACE	9/2	
Initiate LCAP Needs Survey data collection with staff and students (district will initiate with parents)	9/2	▼
Begin review of Site LCAP Metrics with Site Leadership upon release	9/13	
Conduct SSC Nomination and Election by peers, ensuring SSC composition is balanced	9/15	
Begin Reviewing CAASPP Data	9/25	
Begin Reviewing Parent Survey Results	9/26	
Hold 1st Fall SSC Mtg - review 19-20 Site LCAP w/focus on at-risk learners, revise & approve actions as needed	9/30	
Review 19-20 Site LCAP, explain funding sources and Initiate 20-21 needs analysis process with Site Leadership	9/30	

October		
Hold 2nd Fall SSC Meeting - review 19-20 Site LCAP, review annual evaluation & explain all funding sources	10/17	
Submit 1st and 2nd SSC Agendas, Minutes and Sign in Sheets to CRATE	10/18	
Ensure students (Stu. Council, SED, EL, Foster Youth) analyze Site LCAP Metrics as part of class activities	10/31	
Hold 1st Fall ELAC Meeting to review 19-20 Site LCAP with focus on actions and interventions impacting ELs	10/31	
Submit ELAC Minutes and Signature Page to CRATE	10/31	
Monitor LCAP Needs Survey response rate and encourage participation	10/31	

November		
Review SARC Principal Narrative upon release	11/18	
Complete LCAP Needs Survey: 90% of 6-12 graders, 100% of staff, 25+% of parents/guardians	11/22	
Hold Fall CTE Advisory Committee meetings for each CTE Pathway (High School Only)	11/27	
Submit CTE Advisory Committee minutes to CRATE (High School Only)	11/27	

December		
Begin Review of California Dashboard Results with Site Leadership upon release from CDE	12/9	
Submit SARC Principal Narrative Online	12/13	
Hold 2nd Fall ELAC Meeting to develop school-wide Needs Assessment patterns & implications for Site LCAP	12/15	
Submit ELAC Minutes and Signature Page to CRATE	12/15	
Begin Review of LCAP Needs Survey Data	12/20	

January		
Review and Approve Final SARC Draft	1/16	
Begin reviewing Staffing Allocations from Human Resources	1/16	
Work with Site Leadership Team to share LCAP Needs Survey Data with all staff	1/31	
Provide LCAP Needs Survey Data to Parents/Guardians	1/31	

Version 2.0 Revised 1/17/20

February

Ensure SARC is published online	2/1
Hold Winter SSC Meeting - Develop school-wide needs assessment patterns & implications for 20-21 Site LCAP	2/6
Submit SSC Agenda, Minutes and Sign in Sheet to CRATE	2/7
Hold Winter ELAC Meeting - Submit EL site specific needs to SSC for consideration in 20-21 Site LCAP	2/28
Submit ELAC Minutes and Signature Page to CRATE	2/28

March

Begin Site LCAP Evaluation process for 19-20 Site LCAP in anticipation of writing 20-21 Site LCAP	3/1
Complete Downsizing Process (3/2) and Finalize Remaining Vacancies (3/3)	3/2-3
Send Notifications of SARC availability to all parents, upload to CRATE	3/16
Complete Site LCAP Evaluation process for 19-20 Site LCAP in anticipation of writing 20-21 Site LCAP	3/22
Confirm 20-21 Allocations and Site LCAP availability in SIS Reporting - Begin Drafting 20-21 Site LCAP	3/23

April

Draft Preliminary 20-21 Site LCAP to share at 1st Spring SSC Meeting	4/3
Hold 1st Spring SSC Meeting - Evaluate the 19-20 Site LCAP and further develop the 20-21 Site LCAP	4/3
Meet with any LCAP Stakeholder Groups for Review and Advisement of 20-21 Site LCAP	4/23
Hold ELAC Meeting for Review and Advisement of 20-21 Site LCAP	4/23
Complete revisions of First Draft of 20-21 Site LCAP for District Office Review	4/24
Hold Spring CTE Advisory Committee meetings for each CTE Pathway (High School Only)	4/30
Submit CTE Advisory Committee minutes to CRATE	4/30

May

Receive Directors and Programs Review of 20-21 Site LCAP	5/1
Revise 20-21 Site LCAP as needed, based on Directors and Programs Review, and resubmit if necessary	5/8
Hold 2nd Spring SSC Meeting - Approve the 20-21 Site LCAP and obtain all required signatures	5/14
Submit 1st & 2nd Spring SSC Agendas, Minutes, Sign-in Sheets, Signature Pages, Eval & Development to CRATE	5/15
Submit Final Hard Copy of 20-21 Site LCAP with Original Signatures to LSS by 5:00pm	5/15
Initiate Site LCAP Development Survey (data collection 5/18 - 6/12)	5/18

June, July, August

Complete Site LCAP Development Survey with 100% of staff responding affirmatively (5/18-6/12)	6/12
Begin review of Site LCAP Development Survey results	7/15
Continue analysis of Measures of Effectiveness in 19-20 Site LCAP, updating 20-21 Site LCAP as needed	8/31
Continue analysis of LCAP Metric and other Outcome Data from 19-20 as it becomes available	8/31
Review and Revise 20-21 Site LCAP as needed in anticipation of School Board Approval of Site LCAP	8/31

_____   _____   _____   _____

Principal, Site Name   Date   School Director   Date

Version 2.0 Revised 1/17/20

III. ANALYSIS OF STUDENT DATA & ACTION PLAN

Focused Work: 2020-2021

Valley High School

Plan Approval

Position	Initial Plan		Final Plan		
	Signature	Date	Signature	Date	
					Required Position
					Required Position
					Required Position
					Required Position
					Required Position
					Required Position
					Required Position
					Required Position
					Required Position
					Required Position

Data Analysis

Using the information provided to you in your **Site LCAP Metrics** and **School Accountability Report Card (SARC)**, along with any other student data you use or have collected (i.e., California School Dashboard, suspension days, CAASPP interim assessments, etc.), collaborate with your staff and school site council to determine your **Goals and Annual Actions**. These actions do not have to be plentiful, but they need to be meaningful and measureable.

Please fill out the form below as documentation of your data analysis meeting with your staff and school site council.

Data Analysis Meeting:

Staff:

Traditional/Modified: Date: 5/7/2020 (mm/dd/yyyy)

Year Round: Tracks: B, C, D   Date: (mm/dd/yyyy)

                                    Tracks: A   Date: (mm/dd/yyyy)

School Site Council: Date: 9/10/2020 (mm/dd/yyyy)

_____
Principal's Signature   Principal's Name

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 2020-2021 LCAP goals and analyze data from the previous year. The School Site Council met on January 30th and April 23, 2020 to review current and prior year's work on student achievement and made recommendations for the 2020-2021 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 January 27, February 24th, April 3 and April 22nd 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 20-21 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: 01/30/2020, 4/23/2020 & 5/13/20   Staff have been involved in the evaluation and development on 02/04/2020 and via Department meetings – On-going   ELAC Meetings: 02/06/20 & 04/30/2020   LCAP Needs Survey: November 2019-January 2020
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 achievement. Stakeholders recommended looking at increasing Wellness/Social Emotional services, more student opportunity for college and university field trips, having a high quality instructional focus where teachers will 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.
N/A

Goals, Actions, and Progress Indicators

<table>
<tr>
<td>District Strategic Goal 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.</td>
<td>District Needs and Metrics 1:

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</td>
</tr>
</table>

Site Goal 1.1

Increase the percent 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 1% from 40% to 41% in completion.
  - Increase the percentage of African-American students from 19% to 20%
  - Increase the percentage of Asian students from 57% to 58%
  - Increase the percentage of SWD students from 5% to 5.5%
  - Increase the percentage of Hispanic students from 45% to 46%

Metric: A-G Completion

Actions/Services 1.1.1

Principally Targeted Student Group
• All • 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?

.3 FTE of a Counselor
 	
1. Coordinate the development & implementation of a four year plan for the 9th grade class.
2. Increase a-g completion focusing primarily on SWD.
3. Create a support plan for each foster student
4. Coordinate a-g completion and college and career options (including registration for assessments and college applications assistance)
5. Collaborate and coordinate support plans for each student that is at-risk
	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 90% of the 9th grade will be developed.
		2. In collaboration with Case Managers, counselors will develop a four year plan for all 9th and 10th grade level SWD's and monitor their academic progress (progress & quarter reports, annual and tri-annual IEP's)
		   ○ SWD will increase a-g completion from 5% to 7%
		   ○ Counselor will have provided at least 2 professional development lessons to sped staff centered on a-g requirements, one in the summer and one no later than the end of 1st semester. 100% of resource teachers will have a working understanding of a-g requirements
		3. In collaboration with Foster Youth, counselors will develop a four year plan for all 9th and 10th grade Foster student and monitor their academic progress quarterly.
		   ○ By the end of 1st semester, 90% of foster youth students will complete a personal social academic support plan.
		4. By the end of the 1st semester a plan to implement the 4 year plan will be developed
		5. By the end of the 2nd semester 90% of 9th grade students will have completed the 4 year plan
		
		• my10yearplan
		• CCGI
		• Individual meetings
		.

Funding Source	Amount	Description of Use		

Title I – Basic (4900/3010)	$29888	Certificated Salaries		

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)	$69857	Certificated Salaries		

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	"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

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:

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

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 survey.

LCAP Survey

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

Site Goal 1.2

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

- ELA Department will decrease D's & F's by 3%
- Math Department will decrease D's & F's by 3%
- Science Department will decrease D's & F's by 3%
- Social Studies Department will decrease D's & F's by 3%

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?
Provide indoor and outdoor supplemental instructional materials, supplies, equipment and technology support to teachers, counselors and students to increase and improve academic achievement & performance, wellness, and supplemental learning experiences including in college, career and life readiness. Provide support in the areas of student reading, writing, critical thinking and problem-solving skills. Supplies may include: Student planners Visual aids Core Supplies Technology (e.g, cameras, scanners, DocuCameras LCD's...etc) 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)	$16150	Materials/Supplies/Equipment		
Supplemental/Concentration (7201/0000)	$18050	Contracts/Services		
EL Supplemental (7250/0000)	$5000	Materials/Supplies/Equipment		
Title I – Basic (4900/3010)	$176136	Materials/Supplies/Equipment		

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?
Provide professional development opportunities for teachers Core and Non-Core around instructional best practices, planning and data analysis for or during Distance Learning or In-Person Learning. 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	"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)	$41000	Certificated Salaries		
EL Supplemental (7250/0000)	$3000	Certificated Salaries		
Supplemental/Concentration (7201/0000)	$2328	Certificated Salaries		

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?
Provide two full time (2.0 FTE) Teaching Assistants	"Intervention for failing students: What matters	Pre and post assessment data

to work with core teachers to support under-performing and below grade or proficiency levels students by. • Provide 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.	most?" https://www.edutopia.org/blog/what-matters-most-student-academic-intervention-rebecca-alber	ELA, Math and Science SBAC Proficiency levels ELPAC Proficiency Level EL Reclassification Data Number of parent contacts Grade distribution Illuminate

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$103044	Classified Salaries		

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

Funding Source	Amount	Description of Use		

Title I – Basic (4900/3010)	$20000	Contracts/Services		

Actions/Services 1.2.5

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide 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)	$20000	Certificated Salaries		
Title I – Basic (4900/3010)	$5000	Classified Salaries		

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 • Sheet Music/books • Instrument repair/cleaning • VAPA Instructional Technology - Apps • 20 Music Stands/Cart • 20 Chairs	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

- 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		
Visual & Performing Arts (VAPA)(7450/0000)	$19000	Materials/Supplies/Equipment		
Student Fees (2312/0000)	$13500	Materials/Supplies/Equipment		

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)	$81865	Certificated Salaries		
Title I – Basic (4900/3010)	$81040	Certificated Salaries		

Site Goal 1.3

Increase the Overall AP course enrollment by 1% from 40% to 41%

- Increase the percentage of African-American students enrolled in AP courses from 25% to 26%
- Increase the percentage of Asian students enrolled in AP courses from 53% to 54%
- 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 40% to 41%

Increase the overall CTE sequence completion from 16% to 18% in completion.

College & Career preparedness will increase 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 • 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 support for Advanced Education and Dual Enrollment opportunities with community college partners. 1. Provide hourly pay for the development of articulation agreements with participating community college partners. 2. Provide hourly pay for counselors to work after-school hours to coordinate advance education classes taught on our campus. 3. 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 Heath 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	Contracts/Services		
Title I – Basic (4900/3010)	$5000	Certificated Salaries		

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; • 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	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.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$5000	Materials/Supplies/Equipment		
Title I – Basic (4900/3010)	$8500	Contracts/Services		
CTE (7235/0000)	$6500	Materials/Supplies/Equipment		
Student Fees (2312/0000)	$1500	Contracts/Services		
AVID (7233/7510)	$4866	Certificated Salaries		
AVID (7233/7510)	$3300	Materials/Supplies/Equipment		

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?
Out of contract time for curriculum development and planning for AP courses with the focus to increase the number of AP participation . • 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)	$2000	Certificated Salaries		
Title I – Basic (4900/3010)	$1500	Contracts/Services		
PreAP Training (7218/0000)	$5000	Contracts/Services		

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 prepare for college, career and life.

EL Department will create systems of support to monitor and help increase the ELPAC percentage levels by 1% from 28% to 29%
EL Department will create systems of support to monitor and help increase the percentage on the ELA CAASPP Standard Met or Exceeded by 1% from 9% to 10%
EL Department will create systems of support to monitor and help increase the percentage on the Math CAASPP Standard Met or Exceeded by 1% from 1% to 2%
EL Department will create systems of support to monitor and help increase the percentage on the Reclassification Criteria by 1% from 14% to 15%
EL Department will create systems of support to monitor and help increase the percentage on the a-g completion by 1% from 16% to 17%
EL Department will create systems of support to monitor and help increase the percentage on AP Enrollment by 1% from 9% to 10%

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)	$30960	Certificated Salaries		

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)	$1000	Contracts/Services		

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 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.	*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

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)	$1000	Certificated Salaries		

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)	$6000	Certificated Salaries		

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)	$4026	Certificated Salaries		
EL Supplemental (7250/0000)	$2000	Classified Salaries		

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 • Asian • 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?
Ensure that all students have access to AP courses and examinations that will increase the college and career opportunities for all students 1. SAT 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)	$9500	Contracts/Services		
Title I – Basic (4900/3010)	$15000	Certificated Salaries		
AP Recruitment (7225/0000)	$1000	Certificated Salaries		
Title I – Basic (4900/3010)	$4410	Contracts/Services		

Site Goal 1.6

Increase the overall English Proficiency levels by 1% from 44% to 45%

• Increase English Learner ELA proficiency levels by 1% from 9% to 10%
• Increase African American ELA proficiency levels by 1% from 25% to 26%
• Increase Student with Disability ELA proficiency levels by .5% from 5%% to 5.5%
• Increase Hispanic ELA proficiency levels by 1% from 39% to 40%

Increase the overall Math Proficiency levels by 1% from 21% to 22%

- Increase English Learner Math proficiency levels by 1% from 1% to 2%
- Increase African American Math proficiency levels by 1% from 8% to 9%
- Increase Student with Disability Math proficiency levels by .5% from 0%% to .5%
- Increase Hispanic Math proficiency levels by 1% from 17% to 18%

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 the **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 their **African American** students
 	
- 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 **ELs** will provide extra support to students and families regarding the SBAC assessments
 	
- Teachers will offer tutoring to **EL** students
- Teachers will collaborate with the 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
 	
ELA and Math Teachers of 11th grade students who are also **Hispanic or Latino** will provide extra support in preparation for the SBAC
 	
- Teachers will provide tutoring to students
- Teachers will monitor scores and progress of their Hispanic and Latino 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		
Supplemental/Concentration (7201/0000)	$2000	Certificated Salaries		
Title I – Basic (4900/3010)	$2000	Certificated Salaries		

EL Supplemental (7250/0000)	$2000	Certificated Salaries		

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 sophomore students will participate in the PSAT
- 75% of EL Students will demonstrate progress toward English Proficiency
- 60% of parents will participate in the District Parent Survey
- 98% of student will participate in the California Healthy Kids Survey
- 98% of Seniors will participate in the Senior Survey
- 90% of students enrolled in an AP course will take the AP test in which they are enrolled
- 90% of staff will participate in the LCAP Survey
- 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
- 95% 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 • 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 • Teacher Assignment

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$10000	Certificated Salaries		
Title I – Basic (4900/3010)	$9500	Materials/Supplies/Equipment		
EL Supplemental (7250/0000)	$1000	Materials/Supplies/Equipment		
EL Supplemental (7250/0000)	$2000	Classified Salaries		
EL Supplemental (7250/0000)	$2910	Certificated Salaries		

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 rate. A-G completion.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$2000	Contracts/Services		

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	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	Instructional Rounds Data Professional Development Agendas and Feedback SIOP Team meeting agendas and minutes Meeting minutes Departmental Instructional Calendars

assessments (i.e. ELPAC, IEP, CAASPP, CAST, EGMAP, 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

Data-Driven Decision Making
[CTAC — Community Training and Assistance Center](#)

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		
Supplemental/Concentration (7201/0000)	$1000	Certificated Salaries		
EL Supplemental (7250/0000)	$1000	Certificated Salaries		
Title I – Basic (4900/3010)	$15000	Certificated Salaries		

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 52% to 57%
- Parents by 5% from 80% to 85
- Staff by 5% from 69% to 74%

Metric: Social Emotional Learning

Actions/Services 3.1.1

Principally Targeted Student Group
• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide extra-curricular activities and opportunities for students to attend off-campus competitions and workshops such as: • VEX Robotics	"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.

- Engineering competitions
- Mathletes

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$1000	Contracts/Services		
Academic Competitions (7206/0000)	$500	Contracts/Services		

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)	$5000	Certificated Salaries		

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)	$20000	Contracts/Services		
CTE (7235/0000)	$1000	Certificated Salaries		
CTE (7235/0000)	$1000	Materials/Supplies/Equipment		

CTE (7235/0000)	$8500	Contracts/Services		
Title I – Basic (4900/3010)	$5000	Certificated Salaries		

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)	$87898	Certificated Salaries		

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 the overall percent of graduating seniors from 88.9% to 89.4%

• Increase the graduation percentage of African American students from 91.4% to 91.9%
• Increase the graduation percentage of Hispanic students from 93.8% to 94.3%
• Increase the graduation percentage of Student with Disabilities from 60% to 60.5%

Decreasing the High School Dropout rate from 6.3 to 5.3

- Decrease the High School Dropout rate of African American Students from 5.4% to 4.4%
- Decrease the High School Dropout rate of Hispanic Students from 2.8% to .8%
- Decrease the High School Dropout rate of Students With Disabilities from 6.6% to 5.6%

Decreasing the suspension rate from 14.7 to 11.7

- Decrease the suspension rate of African American Students from 21.0% to 19.0%
- Decrease the suspension rate of Hispanic Students from 9.6% to 7.6%
- Decrease the suspension rate of Students with disabilities from 23.4% to 21.4%

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 leadership to explore professional learning centered on strategies for increasing - College-Career Rate - Student Engagement - A-G - Graduation	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		
Title I – Basic (4900/3010)	$55000	Contracts/Services		
EL Supplemental (7250/0000)	$2000	Certificated Salaries		

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	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. -

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 Lessons.

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

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$15000	Certificated Salaries		

Site Goal 3.3

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

Decrease the percentage of the school's overall suspensions that have at least once suspension from 9.3% to 8.3%

- Decrease the percentage of Hispanic students that have at least once suspension from 7.3% to 5.3%
- Decrease the percentage of Students with Disabilities that have at least once suspension from 13.6 % to 12.6%
- Decrease the percentage of Pacific Islanders students that have at least once suspension from 15.5% to 13.5%
- Decrease the percentage of Homeless students that have at least once suspension from 16.7% to 14.7%
- Decrease the percentage of Two or More Races students that have at least once suspension from 18.9% to 16.9%
- Decrease the percentage of African American students that have at least once suspension from 21% 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.	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)	$6000	Contracts/Services		
PBIS (7440/7510)	$800	Certificated Salaries		
PBIS (7440/7510)	$200	Materials/Supplies/Equipment		

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.	**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	• 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)	$10000	Certificated Salaries		

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)	$10716	Classified Salaries		

Site Goal 3.4

Increase English Learner Graduation Rate by 1% from 81.6% to 82.6%
Increase Asian Graduation Rate by 1% from 86.3% to 87.3%
Increase African American Graduation Rate by 1% from 91.2% to 92.2%
Increase English Learner Graduation Rate by 1% from 93.9% to 94.9%
Increase Student with Disabilities Graduation Rate by .5% from 63.1% to 63.6%

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		
Supplemental/Concentration (7201/0000)	$1500	Certificated Salaries		
Title I – Basic (4900/3010)	$5000	Certificated Salaries		

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 on 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)	$1000	Classified Salaries		
Title I – Basic (4900/3010)	$1500	Certificated Salaries		
Title I – Basic (4900/3010)	$1500	Contracts/Services		
Title I – Basic (4900/3010)	$2000	Materials/Supplies/Equipment		

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	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).	• 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

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.
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.

"...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 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		
EL Supplemental (7250/0000)	$300	Contracts/Services		
Supplemental/Concentration (7201/0000)	$200	Materials/Supplies/Equipment		
Title I – Basic (4900/3010)	$5000	Materials/Supplies/Equipment		
Title I – Basic (4900/3010)	$5000	Contracts/Services		
Title I – Basic (4900/3010)	$2000	Classified Salaries		

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		
EL Supplemental (7250/0000)	$500	Materials/Supplies/Equipment		
Title I – Basic (4900/3010)	$3000	Materials/Supplies/Equipment		

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 19.9% to 17.9%

• Decrease the percentage of African American students who are chronically absent by 2% from 32.1% to 30.1%
• Decrease the percentage of Hispanic students who are chronically absent by 2% from 20.2% to 18.2%

- Decrease the percentage of EL students who are chronically absent by 2% from 17.6% to 15.6%
- Decrease the percentage of Students with Disabilities who are chronically absent by 2% from 34.4% to 32.4%

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		
EL Supplemental (7250/0000)	$2500	Classified Salaries		
Title I – Basic (4900/3010)	$3000	Classified Salaries		

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		

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 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.
	https://www.counseling.org/resources/library/VISTAS/vistas06_online-only/Ziffer.pdf	1. School's High-Quality Pathway will measure the effectiveness of this action by
		
		• Monitoring the number of enrolled students and retention in each pathway.
		• The number of competitions participated-in.
		• The number of regional school visits per semester
		• The number of awards in each pathway.
		
		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)	$1500	Contracts/Services		
Supplemental/Concentration (7201/0000)	$5000	Materials/Supplies/Equipment		
CTE (7235/0000)	$1500	Contracts/Services		
CTE (7235/0000)	$1750	Materials/Supplies/Equipment		
Family & Community Engagement (7415/0000)	$1000	Contracts/Services		
Family & Community Engagement (7415/0000)	$500	Materials/Supplies/Equipment		
Title I – Basic (4900/3010)	$1000	Classified Salaries		
Title I – Basic (4900/3010)	$1500	Materials/Supplies/Equipment		

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.

Gifted and Talented Education Site Plan

In April 2014, the Elk Grove Unified School District entered into a Resolution Agreement with the Office of Civil Rights (OCR) regarding the disproportionality of representation of African American students in the GATE program. As part of this agreement, schools are required to write a site plan that promotes equitable GATE referral and identification of African American students and identifies strategies that each site will implement to address this disproportionality. Consistent with the district's focus on equity, your Site Plan should include a focus on any subgroups that are underrepresented in GATE and other enrichment activities.

1) Identification
How do you ensure that all students and families have equal access to identification? How will you address the equitable identification of African American and other underrepresented groups to contribute to decreasing their disproportionate enrollment in GATE?

2) Professional Development
What professional development will your teachers receive to become more culturally competent in their referrals for GATE Identification and providing culturally relevant instruction?

3) Parent and Community Involvement
How will you engage parents and the community in planning and supporting your GATE program? What strategies will you use to ensure culturally responsive outreach for the families of underrepresented groups?

4) Curriculum and Instruction
How will curriculum and instruction be differentiated to meet the diverse needs of GATE students? How will socio-emotional support be provided?

5) Program Design
What specific services will you provide for GATE students? What support services will be available for those who require assistance to handle more challenging coursework?

6) Program Assessment
How will student progress be monitored and how will you know your program is successful?

7) Budget
How will you spend your GATE funds to address the priority of decreasing disproportionality and supporting equitable identification and services for students?

8) Middle School Transition
Describe the plan that you will use within your feeder pattern to ensure a systematic process for middle school transition. Identify the process for 6th grade teachers to advocate for students with high potential to be enrolled in Honors classes.

Annual Evaluation

SPSA Year Reviewed: 2020-2021

Goal 1: Curriculum and Instruction

Rate the level of Implementation of Actions/Service in this goal:

If the actions/services in this goal area were not implemented, what were the causes?

How did our school actions/services improve student achievement?

Data Reviewed	Outcome(s)	Recommendations for Next School Year: *We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:*

In what ways did our school actions/services inform our decisions about instructional practices and professional development?

Data Reviewed	Outcome(s)	Recommendations for Next School Year: *We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:*

How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?

Data Reviewed	Outcome(s)	Recommendations for Next School Year: *We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:*

Goal 2: Assessment

Rate the level of Implementation of Actions/Service in this goal:

If the actions/services in this goal area were not implemented, what were the causes?

How did our school actions/services improve student achievement?

Data Reviewed	Outcome(s)	Recommendations for Next School Year: *We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:*

How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?

Data Reviewed	Outcome(s)	Recommendations for Next School Year: *We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:*

Goal 3: Wellness

Rate the level of Implementation of Actions/Service in this goal:

If the actions/services in this goal area were not implemented, what were the causes?

How did our school actions/services improve school climate?

Data Reviewed	Outcome(s)	Recommendations for Next School Year: *We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:*

How did our school actions/services improve student engagement?

Data Reviewed	Outcome(s)	Recommendations for Next School Year: *We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:*

How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?

Data Reviewed	Outcome(s)	Recommendations for Next School Year: *We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:*

Goal 4: Parent and Community Involvement

Rate the level of Implementation of Actions/Service in this goal:

If the actions/services in this goal area were not implemented, what were the causes?

How did our school actions/services improve parent and community engagement?

Input	Data Reviewed	Outcome(s)	Recommendations for Next School Year: *We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:*

How did our school actions/services improve parent and community input with decision-making?

How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?

Input	Data Reviewed	Outcome(s)	Recommendations for Next School Year: *We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:*

Local Control Accountability Plan (LCAP) Year 2020 - 2021

IV. Funding

Valley High School - 497

Fund Source *Mgmt. Code/Description Resc. Code/Description*	FTE	Carry Over	Allocation	Subtotal	1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	Balance
2200 Regular Education (9-12) **0000** Unrestricted	0	$0	$99,352	$99,352	$99,352	$0	$0	$0	$0
2270 Extended Day (9-12) **0000** Unrestricted	0	$0	$44,520	$44,520	$44,520	$0	$0	$0	$0
2312 Education Fees **0000** Unrestricted	0	$0	$15,000	$15,000	$15,000	$0	$0	$0	$0
7201 LCFF Supple/Conc 7 - 12 **0000** Unrestricted	0	$0	$51,228	$51,228	$38,528	$3,000	$1,500	$8,200	$0
7235 CTE Site Supplies/Equipment **0000** Unrestricted	0	$0	$21,250	$21,250	$6,500	$0	$11,500	$3,250	$0
7250 EL Supplemental Program Services 7-12 **0000** Unrestricted	0	$0	$67,196	$67,196	$54,986	$6,910	$2,000	$3,300	$0
4900 Director of Learning Support Services **3010** NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	$0	$974,854	$974,854	$691,740	$34,500	$220,614	$28,000	$0

Local Control Accountability Plan (LCAP)
Year 2020 - 2021

IV. Funding

Valley High School - 497

Fund Source *Mgmt. Code/Description Resc. Code/Description*	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2200 Regular Education (9-12) **0000** Unrestricted	0	$0	$99,352	$99,352	$99,352	$0	$0	$0	$0
2270 Extended Day (9-12) **0000** Unrestricted	0	$0	$44,520	$44,520	$44,520	$0	$0	$0	$0
2312 Education Fees **0000** Unrestricted	0	$0	$15,000	$15,000	$15,000	$0	$0	$0	$0
7201 LCFF Supple/Conc 7 - 12 **0000** Unrestricted	0	$0	$51,228	$51,228	$38,528	$3,000	$1,500	$8,200	$0
7235 CTE Site Supplies/Equipment **0000** Unrestricted	0	$0	$21,250	$21,250	$6,500	$0	$11,500	$3,250	$0
7250 EL Supplemental Program Services 7-12 **0000** Unrestricted	0	$0	$67,196	$67,196	$54,986	$6,910	$2,000	$3,300	$0
4900 Director of Learning Support Services **3010** NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	$0	$974,854	$974,854	$691,740	$34,500	$220,614	$28,000	$0
7233 AVID Support **7510** Low Performing Student Block	0	$0	$8,166	$8,166	$8,166	$0	$0	$0	$0
7440 Positive Behavior Incentive Supports **7510** Low Performing Student Block	0	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	$0	$1,282,566	$1,282,566	$958,792	$44,410	$236,614	$42,750	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	$974,854
Subtotal of state or local funds included for this school	$307,712

Signatures: (Must sign in blue ink)   **Date**

Principal **Richard Gutierrez**

School Site Council Chairperson **Allison Nims**

EL Advisory Chairperson **Monica Valerio**

Benefits Calculator for Timesheets	
Certificated (green)	Staff Amount $
	Benefits Amount $
Classified (blue)	Total $

V. Staffing Matrix

Valley High School

Last Updated: (There are no updates for this school year)

Name	Title/Position	Management Code	Resource Code	Start Date	End Date	FTE	Program	Calendar
			There are no records for this school, at this time.					

VI. Governance

Valley High School

Required signatures of Principal, School Site Council and Advisory Committee Chairpersons and Recommendation to the Board of Education of the Elk Grove Unified School District to <u>approve</u> this plan for 2020 - 2021		
Name and Title	**Signature**	
Richard Gutierrez		
Principal	Signature	Date
Allison Nims		
School Site Council Chairperson	Signature	Date
Monica Valerio		
English Language Advisory Committee Chairperson	Signature	Date

Assurances for Consolidated Programs

The parents and staff of Valley High School make the following assurances to the Board of Education of the Elk Grove Unified School District and the California Department of Education:

1. The School Leadership Team and the School Site Council have developed the plan and the corresponding budgets to be presented for approval to the Board of Education of the Elk Grove Unified School District.
2. The School Site Council and all advisory committees have been formed in accordance with procedures established by federal or state law and regulations.
3. The School Site Council will post an agenda item for review and approval of the school's plan. This public posting will occur at least 72 hours in advance of the meeting and include the date, time and location of the meeting.
4. A copy of the plan and a list of members of the School Site Council and/or all committees are available at the school office for review by school staff, parents and community members.
5. Adequate information has been given to the members of the School Site Council, the school's English Learners' Advisory Committee and/or other committees about the special needs of students as part of the comprehensive needs assessment. This includes educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.
6. Plans for the instruction of students who are English Learners have been developed in consultation with the school's English Learners' Advisory Committee.
7. The school may designate an existing school level advisory committee, such as the School Site Council, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body has parents of ELs constituting at least the same percentage of the committee membership as their children represent of the student body. (EC 52176[b]) (EC 52176[b][c]; 64001[a]; 5 CCR 11308[d])
8. The schools staff and parents have participated in a thorough needs assessment and examination of student work as part of the annual school needs assessment and the Elk Grove Unified School District's Local Education Agency Plan.
9. All categorical programs function effectively to meet the needs of students and to meet the compliance regulations of state and/or federal laws, and these are reviewed on a regular basis by the principal and other staff.
10. Parents have had adequate opportunities to participate in the development of schoolwide programs at Title I schools and categorical programs at all schools as described in federal law (No Child Left Behind Act of 2001), California Education Code, and the policies and regulations of the Elk Grove Unified Board of Education.
11. Multiple measures have been utilized in assessing student performance as part of the school accountability plan, and the school's assessment results have been shared with the school community.
12. Instruction by highly qualified teachers is provided to all students.
13. There are clear procedures for parent and teacher consultation in the planning, implementation and evaluation of the Title I Schoolwide Program, including the development of the Parent-School Compact.
14. The plan is reviewed throughout the school year and evaluated annually.
15. The LEA makes provisions for ensuring participation of pupils in the upper range of intellectual ability. [Title 5, Section 3831(b)] For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board concentrates part of its curriculum on providing pupils with an academic component, and, where appropriate, instruction in basic skills. The LEA makes provisions for ensuring participation of pupils from disadvantaged and varying cultural backgrounds [Title 5 Section 3831(c)]

Assurances for the School Site Council (SSC)

1. The School Site Council is constituted correctly and was formed in accordance with state law.
2. The minimum size for any secondary school site council is 10.
3. The number of school staff on the SSC is equal to the number of parents. (Example: 5 parents/students + 5 staff members = 10 SSC members.)
4. The school principal takes an active role as a member of the School Site Council.
5. Classroom teachers form the majority of the members on the school staff portion of the SSC; these members are selected by classroom teachers.
6. Support personnel on the SSC are employees who work at the school site, and who are not the principal or classroom teachers; these members are selected by support personnel.
7. Parents on the SSC are parents at the school who are not employed at that school site; these members are selected by parents.
8. The SSC has regularly scheduled meetings throughout the school year (minimum of 4). Meetings are kept on file at the school site.
9. The site schedules at least two meetings for parents of English Learners during the year (the site selects two parents and one school representative to participate in district advisory meetings).

Members of the 2020 - 2021 School Site Council	
SCHOOL STAFF	**PARENTS AND STUDENTS**

Your School Site Council is balanced.

Principal	Richard Gutierrez	Parent/Guardian	Bonnie Brown
Teacher	Carolyn Orr	Parent/Guardian	Rochella Garrett
Teacher	Melissa Brescia	Student	Allison Nims
Teacher	Steven Piekarski	Student	Dashawn Byes
Other School Personnel	Lupe Cortes	Student	Crystal Vera

As the School Site Council Chairperson, I attest that the assurances have been reviewed with the School Site Council and the above membership of the School Site Council is accurate.

Name	Signature	Date