



Rio Cazadero High School

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(Signature): _

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

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

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

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

A. 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?

- School Site Council- February 24, 2017 August 24, 2017; August 31, 2017; and September 21, 2017
- ELAC- August 24, 2017
- Staff Meetings - Pre-service: August 7-9, 2017, September 1, 2017
- Open House - March 23, 2017
- Back To School Night, September 14, 2017

LCAP Metrics data was reviewed with stakeholder in developing the plan, including site data specific related to:

- Progress Toward English Proficiency
- Attendance and Absences
- Dropouts and Graduation
- Discipline data including suspensions and expulsions
- School Connectedness and Climate
- Family and Community Engagement
- CAASPP
- California Healthy Kids Survey

Rio Cazadero High School operates in a transparent manner with regard to identifying priorities and allocating resources. All meeting opportunities are utilized to discuss the needs of the students and steps that the school can take to meet those needs and provide opportunities for student success.

Impact of LCAP and Annual Update

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

The School Site Council, ELAC and staff reviewed input from all stakeholders. They synthesized the input to include the following site priorities in the LCAP:

1. Provide extended learning opportunities for all students, particularly those at risk of not graduating on time.
2. Increase parental and community involvement.
3. Increase opportunities for academic support to enable all student to engage in rigorous instruction to prepare them for college and career options.
4. Develop a strong college/career focus and provide opportunities for students to adjust plans and connect academic training to personal goals.
5. Expand experiential learning experiences, including project based instruction, field trips, speakers and performances.

6. Create opportunities in the classroom and beyond to make learning relevant and engaging.
7. Provide academic and non-academic support for students, to help them be successful.

The ongoing inclusion of our stakeholders allowed them to provide meaningful input that we were able to integrate into the plan. This process also allowed the school to gather feedback from stakeholder groups who had not previously participated in the school plan development process.

- Identified student group for **Title 1 Targeted Assistance**: Students at risk for not graduating on time, based on overall remaining credits or remaining credits in specific requirements. Also included: Foster Youth, homeless students, and others who are not on track to graduate with the regular graduation requirements, even if they might graduate on time because they qualify under the AB 167/1806 waiver.

B. Goals, Actions, and Progress Indicators

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.	District Needs and Metrics 1: Students need high quality classroom instruction and curriculum as measured by: <ul style="list-style-type: none"> • Access to Courses (Honors, AP/IB, CTE) • A-G Completion • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Instructional Materials • Progress toward English Proficiency • Redesignation • Teacher Assignment
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Site Goal 1.1

Increase percentage of students who meet or exceed performance goals in English Language Arts and Math, and increase the skill level for all students in core academic subjects. Also increase percentage of students who meet graduation all graduation requirements.

Metric: Content Standards Implementation

Actions/Services 1.1.1

Principally Targeted Student Group

- All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • 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?
Provide out of school time/extended day learning opportunities for students not meeting proficiency standard or needing credit recovery in ELA, Math, Social Science, Science and other graduation requirements. Actions to provide learning opportunities in needed subjects include, but are not limited to: Summer School, additional sections, school day and after school academic support, field trips, Saturday instructional programs.	It's About Time: Extended Learning and Academic Achievement; Koury, Amanda S. – University of Pittsburgh Office of Child Development, 2013 The educational value of field trips Greene, J.P., Kisida, B., & Bowen, D.H. (2013). The educational value of field trips. Education Next, 16.	<ul style="list-style-type: none"> • Graduation numbers and rate • Grades and Credit accumulation • CAASPP • District and site assessments

What funding source will you use?

Extended Day: \$5675 for Classified and Certificated timesheets
 Education Fees: \$2500 for field trips

Actions/Services 1.1.2

Principally Targeted Student Group		
<ul style="list-style-type: none"> American Indian or Alaska Native Asian Black or African American EL Filipino Foster Youth Hispanic or Latino Low Income Native Hawaiian or Pacific Islander R-FEP 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?
<p>Title 1 Target Group Purchase technology based equipment, software, programs and subscriptions to support instruction for students who are at risk of not graduating. Provide professional development for staff to increase skill in developing and implementing instruction using technology to increase success with the target group. Subscription to Criterion Online Writing Evaluation Service by ETS - a research supported program to help improve writing, which is a persistent area of growth for the students in the T1 Target Group. Additional training in the use of Google in the Classroom.</p>	<p>Transforming American Education: Learning Powered by Technology, National Education Technology Plan 2010, U.S. Department of Education</p>	<ul style="list-style-type: none"> Graduation numbers and rate Grades and Credit accumulation CAASPP District and site assessments
What funding source will you use?		
<p>5858 Title 1: \$9640 total</p> <ul style="list-style-type: none"> Criterion Writing Service subscription: \$5000 Google in the Classroom professional development: \$2000 Additional equipment and supplies: \$2640 		

Actions/Services 1.1.3

Principally Targeted Student Group		
<ul style="list-style-type: none"> American Indian or Alaska Native Asian Black or African American EL Filipino Foster Youth Hispanic or Latino Low Income Native Hawaiian or Pacific Islander R-FEP 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?
<p>Title 1 Target Group Purchase supplementary materials, services, books, presentations, equipment and supplies to support instruction. Provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources. Particular emphasis on items and services to support students who are behind in credit and/or need additional support to achieve proficiency and develop skills. Specific supplementary materials will be identified in collaboration with the Instructional Coaches based on history of success with students with similar needs and profile.</p>	<p>A Literature Study Related to the Use of Materials in the Classroom. Yarger, Gwen P.; Mintz, Susan L.</p>	<ul style="list-style-type: none"> Classroom observations Products produced Graduation numbers and rate Grades and Credit accumulation CAASPP District and site assessments
What funding source will you use?		
<p>3010 Title 1: \$8,000</p>		

Actions/Services 1.1.4

Principally Targeted Student Group		
<ul style="list-style-type: none"> • All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • 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?
<p>Provide opportunities for professional development, including but not limited to conferences, workshops, release time and/or timesheet pay beyond work hours for teachers to learn about and develop curriculum and refine instructional strategies to meet the needs of students. Collaborate with coaches and teachers for program review and refinement and to implement instructional strategies and develop programs to support student learning.</p>	<p>Professional Development and Teacher Learning: Mapping the Terrain; Hilda Borko; Educational Researcher; November 1, 2004</p>	<ul style="list-style-type: none"> • Classroom observations • Produced instructional materials • Workshop rosters
What funding source will you use?		
LCFF Supplemental Concentration: \$1000		

Actions/Services 1.1.5

Principally Targeted Student Group		
<ul style="list-style-type: none"> • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • 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?
<p>Title 1 Target Group Expand implementation of PLCs to support targeted student group. Provide ongoing professional development and release time for teachers to meet with Instructional Coaches and participate in PLC activities. Purchase books and support materials for PLC professional development.</p>	<p>Learning by Doing: A Handbook for Professional Learning Communities at WorkTM, Third Edition (A Practical Guide to Action for PLC Teams and Leadership) May 20, 2016 by Richard DuFour and Rebecca DuFour</p>	<ul style="list-style-type: none"> • Roster/feedback from PLC group meetings • PLC Observations • Classroom observations
What funding source will you use?		
3010 Title 1: \$2500		

Actions/Services 1.1.6

Principally Targeted Student Group		
<ul style="list-style-type: none"> • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • 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?
<p>Title 1 Target Group Provide professional development for instructional strategies that have proven success with students in alternative settings. Specifically, training needs to address the social-emotional and/or learning needs of students not on track to graduate on time.</p>	<p>Exemplary Practices in Alternative Education: Indicators of Quality Programming; National Alternative Education Association; January 30, 2009</p>	<ul style="list-style-type: none"> • Agendas and rosters from Professional Development sessions • Classroom observations • Student results: grades, credits earned, progress toward academic goals

Training may include, but not be limited to, culturally responsive instruction, AVID strategies, the use of technology to differentiate instructions, and experiential education.

What funding source will you use?

5858 Title 1: \$3000

- Teacher release time/subs: \$2000
- Workshop fees & travel: \$1000

Actions/Services 1.1.7

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • 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?
<p>Title 1 Target Group Provide release time or compensation beyond work hours for teachers to work in and across content areas in order to develop curriculum and instruction tailored to meet the unique learning needs of students in the Track 1 Target Group who are not on track to graduate on time. The curriculum and instruction will be developed for success in an alternative education setting. Collaborate with Instructional Coaches.</p>	<p>Teaching in alternative and flexible education settings; Martin Mills, Kitty te Riele, Glenda McGregor & Aspa Baroutsis; Teaching Education Vol. 28 , Iss. 1,2017</p>	<ul style="list-style-type: none"> • Agendas and rosters from Professional Development sessions • Work product from developed curriculum • Classroom observations • Student results: grades, credits earned, progress toward academic goals

What funding source will you use?

5858 Title 1: \$4000

Actions/Services 1.1.8

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • 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?
<p>Title 1 Target Group Provide out of school time/extended day learning opportunities for students not meeting proficiency standard or needing credit recovery in ELA, Math, Social Science, Science and other graduation requirements. Actions to provide learning opportunities in needed subjects include, but are not limited to: Summer School, additional sections, school day and after school academic support, field trips, Saturday instructional programs.</p>	<p>It's About Time: Extended Learning and Academic Achievement; Koury, Amanda S. – University of Pittsburgh Office of Child Development, 2013</p> <p>The educational value of field trips Greene, J.P., Kisida, B., & Bowen, D.H. (2013). The educational value of field trips. Education Next, 16.</p>	<ul style="list-style-type: none"> • Graduation numbers and rate • Grades and Credit accumulation • CAASPP • District and site assessments

What funding source will you use?

5858 Title 1: \$5000

Actions/Services 1.1.9

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • 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?
<p>Title 1 Target Group Provide opportunities for professional development, including but not limited to conferences, workshops, release time and/or timesheet pay beyond work hours for teachers to learn about and develop curriculum and refine instructional strategies to meet the needs of the targeted student group - specifically students not on track to graduate on time. Collaborate with coaches and teachers for program review and refinement and to implement instructional strategies and develop programs to support student learning.</p>	<p>Professional Development and Teacher Learning: Mapping the Terrain; Hilda Borko; Educational Researcher; November 1, 2004</p>	<ul style="list-style-type: none"> • Classroom observations • Produced instructional materials • Workshop rosters

What funding source will you use?

3010 Title 1: \$8000

- Release time, timesheet: \$6000
- Travel/Conference Fees: \$2000

Actions/Services 1.1.10

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?
<p>Provide presentations and field trips to support instruction through enrichment and expand student experiences .</p>	<p>It's About Time: Extended Learning and Academic Achievement; Koury, Amanda S. – University of Pittsburgh Office of Child Development, 2013</p> <p>The educational value of field trips; Greene, J.P., Kisida, B., & Bowen, D.H. (2013). The educational value of field trips. Education Next, 16.</p> <p>Learning from Live Theater; Students realize gains in knowledge, tolerance, and more; Jay P. Greene, Collin Hitt, Anne Kraybill and Cari A. Bogulski, Education Next , 2015</p>	<ul style="list-style-type: none"> • Field trip and presentations rosters • Student and teacher feedback • Classwork prior to and following experiences

What funding source will you use?

Educational Fees: \$2500

- San Francisco Shakespeare Festival performance fees: \$1500
- Field Trip travel: \$1000

Actions/Services 1.1.11

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?
Purchase supplementary materials, services, books, presentations, equipment and supplies to support instruction. Provide parts, services, supplies, copying and replacement of supplemental resources.	A Literature Study Related to the Use of Materials in the Classroom. Yarger, Gwen P.; Mintz, Susan L.	<ul style="list-style-type: none"> • Classroom observations • Products produced

What funding source will you use?

LCFF: \$1387

Site Goal 1.2

Increase opportunities for students to connect learning to college and career options.

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

Actions/Services 1.2.1

Principally Targeted Student Group

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • 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?
Title 1 Target Group Increase enrollment in CTE courses and other options to boost connections to college and career. Provide professional development and support for teachers to enhance connections to relevant college and career skills.	Site intake data demonstrates high level of disconnect between identified college/career/life goals and academic performance and choices. Many students with low academic success indicated that they saw school and the courses they were taking as irrelevant to their goals. Career and Technical Education's Role in Dropout Prevention, ACTE Issue Sheet; February 2009	<ul style="list-style-type: none"> • Enrollment in CTE courses • Graduation numbers and rate • Classroom observation • Lesson design • Professional Development agendas and rosters

What funding source will you use?

5858 Title 1: \$2000

Actions/Services 1.2.2

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • 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?
<p>Title 1 Target Group 0.2 FTE CTE outreach teacher to work with students in the Title 1 Target Group who are not on track to graduate and time and to connect them with career and college options. Meet with individuals and groups of students to help them develop college and career plans and identify training options. Also provide students with foundational career skills to help them be successful in educational and career settings.</p>	<p>Site intake data demonstrates high level of disconnect between identified college/career/life goals and academic performance and choices. Many students with low academic success indicated that they saw school and the courses they were taking as irrelevant to their goals.</p> <p>Career and Technical Education's Role in Dropout Prevention, ACTE Issue Sheet; February 2009</p>	<ul style="list-style-type: none"> • CTE enrollment • Student surveys • College/career portfolios • Graduation numbers/rate

<p>What funding source will you use?</p> <p>5858 Title 1: 0.2 FTE for CTE outreach - \$15,000</p>

Site Goal 1.3

Increase proficiency for EL students.

Metric: Progress toward English Proficiency

Actions/Services 1.3.1

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?
<p>Provide professional development for teachers to identify and implement research based instructional strategies that are particularly effective with English Learners, including the development of Academic Language. Provide release time for teachers to collaborate and work with instructional coaches and to participate in relevant training.</p>	<p>Bright Ideas from the Classroom; Essential Actions: 15 Research-based Practices to Increase ELL Student Achievement; Kristina Robertson; Colorin Colorado, 2014</p> <p>Professional Development and Teacher Learning: Mapping the Terrain; Hilda Borko; Educational Researcher; November 1, 2004</p>	<ul style="list-style-type: none"> • ELPAC • CAASPP • EL strategy surveys • Re-designation numbers and rate

<p>What funding source will you use?</p> <p>EL Supplemental: \$1000</p>
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Actions/Services 1.3.2

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?
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<p>Coordinate EL services and communicate with parents of English Learners. Arrange for translation services as needed.</p>	<p>Bright Ideas from the Classroom; Essential Actions: 15 Research-based Practices to Increase ELL Student Achievement; Kristina Robertson; Colorin Colorado, 2014</p>	<ul style="list-style-type: none"> • ELPAC • Timesheets • EL strategy surveys • Re-designation numbers and rate
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<p>What funding source will you use?</p>
<p>EL Coordinator Stipend: \$1000 Translation Services: \$300</p>

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Student Information System
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Site Goal 2.1

Develop and utilize formative, interim and summative assessments tied to CCSS in order to improve student academic performance through ongoing program evaluation.

Metric: Other (Site-based/local assessment)

Actions/Services 2.1.1

<p>Principally Targeted Student Group</p> <p>• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • White</p>

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Title 1 Target Group Develop and utilize formative, interim and summative assessments tied to CCSS in order to improve student academic performance of students in the Title 1 Target Group through ongoing program evaluation. Expand implementation of PLCs to facilitate this work through with a focus on students not on track to graduate on time. Provide ongoing professional development and release time for teachers to meet with Instructional Coaches and participate in PLC activities. Purchase books and support materials for PLC professional development.</p>	<p>Classroom Assessment and Grading That Work; Robert J. Marzano; 2006</p> <p>Learning by Doing: A Handbook for Professional Learning Communities at WorkTM, Third Edition (A Practical Guide to Action for PLC Teams and Leadership) May 20, 2016 by Richard DuFour and Rebecca DuFour</p>	<ul style="list-style-type: none"> • Assessment tools and results • PLC Observations • Classroom observations • CAASPP • Disaggregated student results: grades, credits earned, progress toward academic goals

<p>What funding source will you use?</p>
<p>3010 Title 1: \$2500</p>

Actions/Services 2.1.2

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • 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?
<p>Title 1 Target Group Provide professional development opportunities, including conferences, workshops, seminars and site-based sessions, for teachers to develop, implement and use data to enhance Culturally Responsive teaching strategies. Develop additional strategies to promote student equity and success. Examine the data and further refine the work of the teachers to address the needs of the students in the targeted subgroups.</p>	<p>Culturally Responsive Teaching, A Guide to Evidence-Based Practices for Teaching All Students Equitably; Basha Krasnoff; Region X, Equity Assistance Center at Education Northwest; March 2016</p>	<ul style="list-style-type: none"> • Assessment tools and results • PLC Observations • Classroom observations • Disaggregated student results: grades, credits earned, progress toward academic goals

What funding source will you use?
<p>3010 Title 1: \$2500 Total</p> <ul style="list-style-type: none"> • Release time: \$1500 • Travel and registration fees: \$1000

Actions/Services 2.1.3

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • 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?
<p>Title 1 Target Group Work with Instructional Coaches to ensure that all teachers have information on promising instructional strategies based on current research. Acquire curriculum and instructional materials to support this work. Provide release time for teachers to work in and across content areas and to collaborate with Instructional Coaches and teachers to enhance effectiveness working with students in the T1 Target Group who are not on track to graduate on time and may be lacking in skills and content knowledge necessary for success.</p>	<p>Bright Ideas from the Classroom; Essential Actions: 15 Research-based Practices to Increase ELL Student Achievement; Kristina Robertson; Colorin Colorado, 2014</p> <p>Professional Development and Teacher Learning: Mapping the Terrain; Hilda Borko; Educational Researcher; November 1, 2004</p>	<ul style="list-style-type: none"> • Assessment tools and results • PLC Observations • Classroom observations • Disaggregated student results: grades, credits earned, progress toward academic goals • CAASPP

What funding source will you use?
<p>3010 Title 1: \$2000</p> <ul style="list-style-type: none"> • Release time: \$1000 • Curriculum materials: \$1000

<p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Attendance • Chronic Absenteeism • Cohort Graduation • Expulsion • Facilities • HS Dropout • MS Dropout • School Climate • Suspension
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Site Goal 3.1

Increase attendance for all students with an emphasis on students at risk of not graduating on time.

Metric: Attendance

Actions/Services 3.1.1

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • 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?
Work with site, district and community resources to increase attendance. Monitor and follow up with students and parents. Implement PBIS and other pro-active programs to promote the importance of student attendance.	Is School-Wide Positive Behavior Support An Evidence-Based Practice? Robert H. Horner, George Sugai and Timothy Lewis; April, 2015	<ul style="list-style-type: none"> • Attendance data • Chronic absenteeism rates • Student, staff and parent surveys • CHKS data

What funding source will you use?

PBIS: \$200

Actions/Services 3.1.2

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • 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?
<p>Title 1 Target Group Work with Regional Transit to provide access to transportation for students in the T1 Target group who are not on track to graduate. Options may include single-ride, daily and monthly passes based on need and attendance.</p>	<p>Rio Cazadero High School's attendance area is the entire district, with the majority of the students coming from west of Hwy 99. School bus transportation is not provided. One of the main reasons cited by students and parents for missing school is lack of transportation.</p> <p>Assessing the Impacts of Student Transportation on Public Transit, Final Report; Fan, Yingling; Das, Kirti; University of Minnesota; December 2015</p>	<ul style="list-style-type: none"> • Attendance data • Chronic absenteeism rates • Student, staff and parent surveys • CHKS data • RT pass usage

What funding source will you use?

5858 Title 1: \$5000

Actions/Services 3.1.3

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • 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?
<p>Title 1 Target Group Utilize site, district and community resources to contact parents of the students in the Title 1 Target Group as well as the students themselves who are not and track to graduate in order to provide additional support to foster increased attendance. Provide access and training for parents to monitor and support their child's attendance, including the use of ParentVue.</p>	<p>Parent, Family, Community Involvement in Education; NEA Policy Brief; Center for Great Public Schools; 2008</p>	<ul style="list-style-type: none"> • Attendance data • Chronic absenteeism rates • Student, staff and parent surveys • CHKS data • ParentVue usage data

<p>What funding source will you use?</p>
<p>3010 Title 1: \$1000</p>

Actions/Services 3.1.4

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • 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?
<p>Title 1 Target Group Work with site, district and community resources to increase attendance. Monitor and follow up with students and parents who are in the T1 Target Group and not on track to graduate. Implement PBIS and other proactive programs to promote the importance of student attendance.</p>	<p>For many of the students in the T1 Target Group, this is a high area of need and there is a strong correlation between school/classroom behaviors and success.</p> <p>Is School-Wide Positive Behavior Support An Evidence-Based Practice? Robert H. Horner, George Sugai and Timothy Lewis; April, 2015</p>	<ul style="list-style-type: none"> • Attendance data • Chronic absenteeism rates • Student, staff and parent surveys • CHKS data

<p>What funding source will you use?</p>
<p>5858 Title 1: \$1000</p>

Site Goal 3.2

Support the academic, health and social emotional needs of the students. Provide instruction and support to foster positive behaviors.

<p>Metric: School Climate</p>	
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Actions/Services 3.2.1

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • 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?
<p>Title 1 Target Group Implement positive behavior practices, including PBIS and Restorative Practices. Provide professional development for staff to support all students, with an emphasis on the Title 1 Target Group, which are those students at risk of not graduating on time. Work with site, district, and community resources to support students. Areas of support include physical and mental health, social-emotional support, and lack of access to resources.</p>	<p>Is School-Wide Positive Behavior Support An Evidence-Based Practice? Robert H. Horner, George Sugai and Timothy Lewis; April, 2015</p>	<ul style="list-style-type: none"> • Student, staff and parent surveys • CHKS data • PBIS data • Disaggregated behavior/discipline data • Referrals to other resources

<p>What funding source will you use?</p>
<p>5858 Title 1: \$2000</p>

Actions/Services 3.2.2

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • 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?
<p>Title 1 Target Group Provide staff development opportunities, including site and district sessions, books and conferences with a focus on culturally relevant strategies that promote success for the Title 1 Target Group students who are not on track to graduate on time. May include PBIS and restorative practices.</p>	<p>Is School-Wide Positive Behavior Support An Evidence-Based Practice? Robert H. Horner, George Sugai and Timothy Lewis; April, 2015</p>	<ul style="list-style-type: none"> • Student, staff and parent surveys • CHKS data • PBIS data • Disaggregated behavior/discipline data • Referrals to other resources • Agendas and rosters from Professional Development sessions • Classroom observations • Student results: grades, credits earned, progress toward academic goals

<p>What funding source will you use?</p>
<p>3010 Title 1: \$2500</p>

Actions/Services 3.2.3

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?
<p>Implement positive behavior practices, including PBIS and Restorative Practices. Provide professional development for staff to support all students, with an emphasis on the</p>	<p>Is School-Wide Positive Behavior Support An Evidence-Based Practice? Robert H. Horner, George Sugai and Timothy Lewis; April, 2015</p>	<ul style="list-style-type: none"> • Student, staff and parent surveys • CHKS data • PBIS data • Disaggregated behavior/discipline data

Title 1 Target Group, which are those students at risk of not graduating on time. Work with site, district, and community resources to support students. Areas of support include physical and mental health, social-emotional support, and lack of access to resources. Funds may be used for promotional items connected to program, including banners, awards and printed materials.

- Referrals to other resources
- Agendas and rosters from Professional Development sessions
- Classroom observations
- Student results: grades, credits earned, progress toward academic goals

What funding source will you use?

PBIS: \$800 for banners, awards and other promotional materials

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:

- Family and Community Engagement

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

Site Goal 4.1

Increase involvement with parents and community members.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • 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?
Provide increased opportunities for parent and community member to become informed and involved in the school. Sponsor Parent Information nights on topics of interest.	Parent, Family, Community Involvement in Education; NEA Policy Brief; Center for Great Public Schools; 2008	<ul style="list-style-type: none"> • Student, staff and parent surveys • CHKS data • Parent Night Topic survey

What funding source will you use?

General Fund: \$200

Actions/Services 4.1.2

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • 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?
Update school-home communications using	Maintaining School-to-Home Ties in the High	<ul style="list-style-type: none"> • Student, staff and parent surveys

School Messenger, Facebook, RCHS website, TeacherVue, and other means to keep parents and community members informed about school events. Provide technology training for low income families to have equal access to information. Acquire technology for low income families to have equal access to information and translation into multiple languages.

School Years: Commit to a tiered communication strategy that leverages both the power of technology and personal interactions. (Edutopia, 2015)

- CHKS data
- Parent Night Topic survey
- Products

What funding source will you use?

General Fund: \$500

Actions/Services 4.1.3

Principally Targeted Student Group

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • 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?
<p>Title 1 Target Group Provide increased opportunities for parent and community members to become informed and involved in the school's Title 1 Program and to support the students in the Title 1 Target Group. Provide information and support to parents of students who are not on track to graduate on time. Sponsor Parent Information nights on topics of interest.</p>	<p>Parent, Family, Community Involvement in Education; NEA Policy Brief; Center for Great Public Schools; 2008</p>	<ul style="list-style-type: none"> • Student, staff and parent surveys • CHKS data • Parent Night Topic survey

What funding source will you use?

3010 Title 1: \$200

Actions/Services 4.1.4

Principally Targeted Student Group

- American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • 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?
<p>Title 1 Target Group Update school-home communications using School Messenger, Facebook, RCHS website, TeacherVue, and other means to keep parents and community members informed about school events. Provide technology training for families of Title 1 Target group students who are not on track to graduate on time in order for them to have equal access to information. Acquire technology for low income families to have equal access to information.</p>	<p>Maintaining School-to-Home Ties in the High School Years: Commit to a tiered communication strategy that leverages both the power of technology and personal interactions. (Edutopia, 2015)</p>	<ul style="list-style-type: none"> • Student, staff and parent surveys • CHKS data • Parent Night Topic survey • Products

What funding source will you use?

3010 Title 1: \$1000

**Local Control Accountability Plan (LCAP)
Year 2017 - 2018**

IV. Funding

Rio Cazadero High School - 527

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	
2312 Education Fees 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
2340 Secondary Counselors 0000 Unrestricted	1	\$0	\$143,676	\$143,676	\$143,676	\$0	\$0	\$0	\$0
2410 Continuation Education 0000 Unrestricted	0	\$0	\$13,133	\$13,133	\$13,133	\$0	\$0	\$0	\$0
2411 Continuation Education - Allocated FTE 0000 Unrestricted	14.65	\$0	\$1,507,654	\$1,507,654	\$1,507,654	\$0	\$0	\$0	\$0
2440 Visual & Performing Arts (VAPA) 0000 Unrestricted	0	\$1,721	\$0	\$1,721	\$1,721	\$0	\$0	\$0	\$0
2470 Extended Day 0000 Unrestricted	0	\$0	\$5,675	\$5,675	\$5,675	\$0	\$0	\$0	\$0
2480 Summer School/Extended Learning 0000 Unrestricted	0	\$14,990	\$0	\$14,990	\$14,990	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$10,983	\$10,983	\$10,983	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	0.5	\$0	\$32,667	\$32,667	\$0	\$0	\$32,667	\$0	\$0
7201 LCFF Supple/Conc 7 - 12 0000 Unrestricted	0	\$0	\$2,387	\$2,387	\$2,387	\$0	\$0	\$0	\$0
7250 EL Supplemental Program Services 7- 12 0000 Unrestricted	0	\$0	\$2,300	\$2,300	\$1,300	\$1,000	\$0	\$0	\$0
7270 PBIS Coordination 0000 Unrestricted	0.2	\$0	\$18,121	\$18,121	\$0	\$0	\$18,121	\$0	\$0
7415 Family and Community Engagement 0000 Unrestricted	0	\$0	\$1,200	\$1,200	\$0	\$0	\$0	\$0	\$1,200
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$31,941	\$31,941	\$30,000	\$0	\$0	\$1,941	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition:	0.25	\$0	\$7,880	\$7,880	\$0	\$0	\$7,880	\$0	\$0

School Programs									
4900 Director of Learning Support Services 5858 Title I - Afterschool (rolls to 3010)	0	\$0	\$45,000	\$45,000	\$40,000	\$5,000	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	1.75	\$0	\$153,118	\$153,118	\$153,118	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$50	\$0	\$50	\$50	\$0	\$0	\$0	\$0
Totals	18.3501	\$16,761	\$1,981,735	\$1,998,496	\$1,929,687	\$6,000	\$59,668	\$1,941	

Signatures: (Must sign in blue ink)

Date

Principal **Doug Wendle**

School Site Council Chairperson **Nancy Olson**

EL Advisory Chairperson **Maria Rodriguez**

_____	_____
_____	_____
_____	_____

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

