



Cosumnes Oaks High School

Local Control Accountability Plan (LCAP) 2024-2025

Principal: Zachary Cheney

County-District-School (CDS) Code: 34673140116897

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

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

IV. Goals, Action Plans and Progress Monitoring

Cosumnes Oaks High School | Focused Work: 2024-2025

Goal Setting (Icapid: 650)

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 receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

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 learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

During the 2023-24 school year, the COHS School Site Council met five times on the following dates: 9/28/23, 11/16/23, 1/18/24, 4/18/24, and 5/16/24. The SSC provided feedback into the 2024-25 LCAP and assisted with goal development on January 18, 2024 and April 18, 2024.

In April, staff, students, and parents of COHS received an email with a survey link asking for their feedback

and perspectives as part of the 2024-25 LCAP Needs Analysis.

On February 14, 2024, LCAP Metrics were shared with the Site Leadership Team, and on January 18, 2024, LCAP Metrics were shared with the School Site Council.

The COHS ELAC Committee was given the opportunity to provide their input into the LCAP on August 24, 2023, October 19, 2023, and May 8, 2024.

On March 22, 2024, the COHS staff had the chance to submit budget requests related to the four strategic goals of the LCAP.

2. Impact of LCAP and Annual Update

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

Stakeholders and WASC review indicated a need for continued collaboration between professional learning communities and department teams to ensure consistent implementation of research-based curriculum across all classrooms. Specific goals for Student talk, Learning Targets, and Success Criteria were added based on feedback received. A separate A-G Goal was created to outline grant priorities and plan. Stakeholders and WASC review indicated a need for continuous improvement in establishing a culture that fosters trust, mutual accountability, shared responsibility, and a desire to perform at high levels across the organization. Arbinger, Outward Mindset in Education training was approved and implemented in the LCAP plan.

Resource Inequities (ATSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.
Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard
- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified

Site Goal 1.1 (SiteGoalID: 7607) (DTS: 12/13/23)

Increase the number of students receiving high quality instruction in every class, every day by implementing research-driven best practices for ALL content areas.

Mark failing/"F" Data

- Decrease the percentage students receiving one or more "F" grades from 19% to 15%
- Decrease the percentage of Black or African American students receiving one or more "F" grades from 40% to 35%
- Decrease the percentage of Hispanic students receiving one or more "F" grades from 30% to 25%
- Decrease the percentage of Native Hawaiian or Pacific Islander and American Indian or Alaskan students receiving one or more "F" grades from 39% to 30%

CAASPP Data (ELA)

- Increase the percentage of all students meeting or exceeding standards from 73% (2023) to 75% (2024)
- Increase the percentage of Black or African American students meeting or exceeding standards from 54% (2023) to 60% (2024)
- Increase the percentage of students with disabilities meeting or exceeding standards from 26% (2023) to 30% (2024)
- Increase the percentage of English learners meeting or exceeding standards from 19% (2023) to 25% (2024)

CAASPP Data (Math)

- Increase the percentage of all students meeting or exceeding standards from 44% (2023) to 50% (2024)
- Increase the percentage of Black or African American students meeting or exceeding standards from 17% (2023) to 35% (2024)
- Increase the percentage of Hispanic students meeting or exceeding standards from 34% (2023) to 38% (2024)
- Increase the percentage of students with disabilities meeting or exceeding standards from 5% (2023) to 15% (2024)

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

Action 1.1.1 (SiteGoalID: 7607) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • School-wide • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
<p>1. Staff will engage in collaboration between professional learning communities and department teams to ensure consistent implementation of research-based curriculum across all classrooms.</p> <p>2. Staff will utilize Scheduled Departmental and PLC time to collaborate across departments . Collaboration shall include factors beyond academic performance to better support equitable access to AP courses in alignment with diversity goals.</p> <p>3. Staff will participate in culturally-responsive and equity-based training that improves strategies to support our target student groups (SWD, EL, Black/African American, Hispanic, Foster/Homeless Youth).</p> <p>4. Staff (individuals, department teams, PLCs) will attend conferences (such as CABE, CATE, West Ed., College Board, Universal Design for Learning, etc.) to increase instructional and intervention strategies to support all students, and targeted student groups to reach their goals.</p> <p>5. Staff will participate in release days for new teachers and PLC teams to focus on improving instructional practices through intentional planning or instructional rounds that support the implementation of the EGUSD Instructional Framework.</p> <p>6. Provide funding for research-based student intervention within the school day (eg, release time for staff to work in small groups with struggling students, one-on-one meetings with teachers and students, parent conferences and outreach, etc.).</p> <p>7. Provide training and funding for</p>	<p>1. Department chairs and team leads will provide agendas, deliverables, and artifacts following PLC and department meetings to supervising administrator.</p> <p>2. Department chairs will provide agendas, deliverables, and artifacts supporting cross departmental collaboration. Principally targeted student groups will be monitored by counselors and AP teachers to support increases in AP enrollment.</p> <p>3. Staff will continue to progress towards completion of 28 hours of Diversity, Equity, and Inclusion training. Site administration will monitor progress and completion twice annually.</p> <p>4. Staff who attend conferences and training will provide evidence of learning and impact on instructional practices in PLC, department, staff, and Leadership meetings; specifically how their learning has directly impacted their lesson planning, instruction, and/or approach to students in their classroom.</p> <p>5. Planning sessions and instructional round agendas, sign-in sheets, notes from debriefing sessions will be collected and reviewed by PLCs, departments, ILT, and SSC at least once per term.</p> <p>6. Staff and student survey feedback, sign-in sheets, and student academic data will be reviewed by PLCs, and departments at least once a month. Necessary LCAP proposals will be presented to Site Administration and Site Controller for funding approval.</p> <p>7. Staff who participate in training and collaboration to review and revise current grading practices</p>	

teachers to work together to evaluate their current grading practices (eg. Grading for Equity) and make changes to current policies and practices to support target groups (SWD, EL students, Foster/Homeless Youth).

8. Purchase supplementary materials, equipment, and supplies that support high quality instruction for targeted populations.

9. Provide \$10,000 in funding to the library to purchase literacy materials that engage and affirm our diverse student population, including books specifically for students with disabilities, English learners.

10. Students will participate in academically-based field trips during the school day and activities beyond the school day that support access to high quality instruction. Funding will be used to pay for field trip expenses, sub coverage and timesheet overtime.

11. The science department will utilize online software platforms (ex: Gizmo, Pivot, and Labster) to provide virtual demonstrations and virtual labs for students to access in the classroom and at home to supplement learning in the science classes. Funding will be provided to pay for the subscriptions, training for staff (sub coverage and timesheet compensation).

12. The school will provide opportunities for students to engage in academic competitions that reinforce the state standards for particular courses (ex: Science Olympiad, Mathletes, History Day events, etc.) Respective departments that sponsor these events will focus on recruiting students from target groups for participation in these activities. Funding will be provided to pay for registration and event expenses, field trip expenses, sub

will provide evidence of learning and impact on instructional practices in PLC, department, staff, and Leadership meetings.

8. Lesson plans and student work artifacts of usage and impact of supplemental materials on student learning will be reviewed by respective departments at least twice per term.

9. Evidence of library material usage and student feedback surveys will be reviewed by the library team at least once per term.

10. Lesson plans, student assignments, and assessment results based on participation in the field trip will be reviewed by respective departments at least once a month.

11. Lesson plans that include the online software and student work samples will be reviewed by the Science department. Student engagement, as measured by walk through (PIC) data, will increase.

12. Event agendas, sign-in sheets, rosters of students participating, and student survey feedback will be reviewed by associated department teams.

13. Sign in sheets, student progress reports and grade checks, student growth data by subject will be reviewed by associated department teams once a term to determine any funding or instructional adjustments.

coverage, and timesheet compensation.		
<p>13. The school will provide academic intervention sessions before, during, and after school to address students in need of academic growth across all content areas.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</p>		

Action 1.1.2 (SiteGoalID: 7607) (DTS: 04/15/24)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino • School-wide • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Teachers will effectively implement the Following Descriptions of Practice in all classrooms:</p> <ol style="list-style-type: none"> Student Talk: Equitable, Purposeful, thoughtfully implemented. Learning Targets: Relevant, Accessible (student friendly language), Explicit. Success Criteria: Relevant (makes success clear), Accessible, Explicit (opportunities for students to interact with). Teachers will be trained on the PIC during staff meetings. Administrators calendar and 	<p>Progress Monitoring</p> <ol style="list-style-type: none"> Implementation of effective student talk will increase, as measured by the Teaching and Learning Survey for teachers, from 68.9% to 75%. Site administrators will document progress via classroom observations and walk throughs. Implementation of effective learning targets will increase, as measured by the Teaching and Learning Survey for teachers, from 75% to 80%. Site administration will document progress implementation through classroom observations and walk throughs. Implementation of effective success criteria, as measured by the Teaching and Learning 	<p>Evaluation</p>

conduct regular weekly classroom walk throughs to assess effective use of Student talk, Learning Targets, and Success Criteria.	<p>Program Continuum (PIC), will increase from 11.0% to 35%. Site administration will document progress implementation through classroom observations and walk throughs.</p> <p>4. Staff meeting agendas. Admin will send out a survey measuring teacher understanding of the PIC.</p> <p>5. Walk through numbers will increase from a total of 31 in the 2023-2024 school year to 1 walkthrough for each teacher or 100 total walkthroughs for the 2024-2025 school year.</p>	
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Site Goal 1.2 (SiteGoalID: 7610) (DTS: 12/13/23)

Improve the language acquisition, academic success, and participation in school programs for EL and RFEP students

Metric:

- Increase progress towards English proficiency for EL students from 60% (2023) to 66% (2024)
- Increase reclassification rate for EL students from 21% (2023) to 25% (2024)
- Increase A-G completion for EL students from 21% (2023) to 45% (2024)
- Decrease the percentage of RFEP students earning at least one D or F (0-4 years post reclassification) from 37% to 30%

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

Action 1.2.1 (SiteGoalID: 7610) (DTS: 12/13/23)

Targeted Student Group(s)

- EL • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making

	shared with?	progress?
Action Plan	Progress Monitoring	Evaluation
<p>1. The EL Coordinator will have release periods (0.5 FTE) to monitor EL placement, documentation, and academic progress of all typologies of English Learners as required by Federal Program Monitoring (FPM).</p> <p>2. The EL Coordinator and counseling team will collaborate to ensure EL students have proper placement in designated ELD courses. Funding will be provided for timesheet compensation and sub coverage.</p> <p>3. The ELPAC Coordinator and EL Coordinator will collaborate with teachers to ensure students utilize the ELPAC practice tests, and to ensure every single eligible student completes all parts of the ELPAC exam. Funding will be provided for training materials, timesheet compensation and sub coverage.</p> <p>4. Continue the multilingual learner (MLL) PLC, in collaboration with District EL Coach(es), established in the 2022-23 school year to increase use of best practices for supporting English-learners. Funding will be provided for instructional materials, sub coverage and timesheet overtime for MLL PLC participants.</p> <p>5. Counselors and EL Coordinator will monitor struggling EL and RFEP students and provide outreach to classroom teachers and families.</p> <p>6. Training will be provided to all SPED instructors with EL students on the alternate ELPAC and ensure that students are properly identified for participation in the alternate ELPAC exam.</p> <p>7. Teachers will participate in</p>	<p>1. EL Coordinator logs and EL student monitoring data will be reviewed by ELAC, and supervising administrator once per term.</p> <p>2. EL student schedules will be reviewed by the counseling team, and EL Coordinator in August 2024 (for Terms 1 & 2) and again in December 2024 (for Terms 3 & 4).</p> <p>3. ELPAC results will be reviewed by EL Coordinator and assigned administrator, once per term.</p> <p>4. MLL PLC agendas, sign-in sheets, developed lessons, students data, and assessment results will be reviewed by ELAC twice per term.</p> <p>5. EL students progress data will be reviewed by Counselors and EL Coordinator once per term.</p> <p>6. Training sign-in sheets, ELPAC participation data will be reviewed by EL.</p> <p>7. Survey feedback will be collected after training has been completed and shared and reviewed at scheduled Staff Meetings. Artifacts (lesson plans, evidence of instructional strategies and student outcome data) will be shared and reviewed by EL team members. A review of the progress data will be reviewed at least once per term.</p> <p>8. Teachers and support staff will provide EL intervention lessons and student progress data to EL Coordinator and supervising administrator to be reviewed at least once per term.</p> <p>9. Lesson plans, student assignments, and assessment results based on student participation in the EL-based field trip will be reviewed by EL</p>	

<p>professional development on integrated and designated ELD. District EL Coaches will be consulted and utilized in addition to outside training as available. Funding will pay for conference expenses, training, sub coverage, and timesheet compensation.</p> <p>8. Teachers and support staff will implement EL intervention activities beyond the regular school day to academically support English Learners in meeting their EL goals. Funding will be provided to pay for intervention supplies and instructional materials, timesheet compensation, and sub coverage.</p> <p>9. EL students will participate in field trips and activities beyond the school day that support their development of the English language. Funding will be used to pay for field trip expenses, sub coverage and timesheet overtime.</p> <p>10. Translation and interpretation services will be provided for parents/guardians for parent conferences, parent meetings, ELAC, and SSC meetings. Funding will be provided to pay for translation and interpretation services, sub coverage, and timesheet compensation.</p> <p>11. EL Coordinator will facilitate ELAC related parent meetings at least once per term. Funding will be provided for meeting materials, refreshments, sub coverage, and timesheet compensation.</p>	<p>Coordinator and supervising administrator following field trips.</p> <p>10. Parent survey feedback from participating in meetings where translation or interpretation services are being used will be reviewed by EL Coordinator upon survey closing.</p> <p>11. EL Coordinator will maintain attendance records at meetings.</p>	
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Site Goal 1.3 (SiteGoalID: 7612) (DTS: 12/13/23)

Increase recruitment, access, and support for Honors and AP classes for targeted populations.

Metric:

Number of students enrolled in at least one AP or honors course

- Increase the percentage of all students enrolled in honors/AP courses from 53% (2023) to 60% (2024)

- Increase the percentage of African American/Black students enrolled in honors/AP courses from 27% (2023) to 30% (2024)
- Increase the percentage of Hispanic/Latino students enrolled in honors/AP courses from 38% (2023) to 40% (2024)
- Increase the percentage of EL students enrolled in honors/AP courses from 12% (2023) to 22% (2024)
- Increase the percentage of SWD enrolled in honors/AP courses from 6% (2023) to 8% (2024)

Number of students passing at least one AP exam by graduation

- Increase the percentage of African American/Black students passing at least one AP exam by graduation from 9% (2023) to 13% (2024)
- Increase the percentage of Hispanic/Latino students passing at least one AP exam by graduation from 28% (2023) to 30% (2024)
- Increase the percentage of EL students passing at least one AP exam by graduation from 11% (2023) to 13% (2024)
- Increase the percentage of students who identify as two or more races passing at least one AP exam by graduation from 42% (2023) to 48% (2024)
- Increase the percentage of SED students passing at least one AP exam by graduation from 30% (2023) to 33% (2024)

Metric: AP/IB Exams - Percent of Graduates Passing an AP/IB Exam

Action 1.3.1 (SiteGoalID: 7612) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • School-wide • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
<p>1. Provide funding for Leadership Team members, AP teachers, and Counselors (sub coverage or timesheet hours) to review African American student data to identify potential honors and AP students who would not have otherwise selected honors and AP classes during course enrollment and follow up with identified students to recruit into honors and AP</p>	<p>1. Staff who participate in obtaining student data to identify potential honors/AP students will provide evidence (student data) to departments, and supervising administrator. AP Teachers will review this data at least once per term.</p> <p>2. Staff who participate in honors/AP recruitment efforts will</p>	

courses.

2. Designated Leadership Team members, Counselors, and AP Teachers will conduct recruitment activities (parent engagement/AP Parent Night, assemblies, small group activities) to address the goal for increasing participation of our targeted student groups (EL, African American, Hispanic/Latino, and Students with Disabilities) in honors and AP courses.

3. Provide funding for release periods for honors and AP teachers to present to students in the lower grade levels about their course and why students should consider enrolling in honors or AP courses.

4. AP Capstone teachers will complete their annual training, collaborate to break down the stimulus packet for the course, and develop unit lessons to support students with successfully completing Performance Task 2 for their culminating AP project. Funding will be provided to pay for instructional materials to support struggling students, timesheet compensation, and sub coverage.

5. Teachers will plan and offer AP intervention sessions, extended day instructional activities, and AP exam review sessions to improve academic performance in the AP class and AP exams, specifically for targeted student groups (EL, African American, Hispanic/Latino, and Students with Disabilities). AP teachers will intentionally recruit struggling students and students in the principally targeted student groups in participating in AP intervention sessions, extended day instructional activities, and AP exam review sessions. Funding will be provided to pay for supplies and instructional materials, timesheet compensation, and sub coverage.

provide evidence (agendas, sign-in sheets, student and parent survey feedback, honors/AP course selection and enrollment data) to Leadership and Admin team. Admin team will review this data twice per year.

3. Staff who organize and participate in these class presentations will provide evidence (agendas, student feedback, honors/AP course selection and enrollment data) to Administrative team. Admin will review twice per year.

4. AP Capstone teachers will provide data (agendas, sign-in sheets, lesson artifacts and student academic progress data to supervising administrator to review this data in Term 3 and 4.

5. AP teachers will provide data (agendas, sign-in sheets, intervention and AP review session lessons, course academic progress and AP exam score data to departments and supervising administrator. Data will be reviewed after AP exam review sessions.

Site Goal 1.4 (SiteGoalID: 7613) (DTS: 12/13/23)

Increase interdisciplinary collaboration and vertical teaming to increase academic success and intervention for following targeted groups or content:

- Math
- African American Students
- English Learners
- Students with Disabilities
- Foster Youth

Metric: A-G Completion

Increase the percent of all graduates meeting A-G requirements from 73% (2023) to 80% (2024).

Increase the percent of Students with Disability graduates meeting A-G requirements from 17% (2023) to 25% (2024).

Increase the percent of English Learners meeting A-G requirements from 21% (2023) to 40% (2024).

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

Action 1.4.1 (SiteGoalID: 7613) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Low Income • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
Action Plan 1. Teachers and support staff will collaborate and design lesson plans that ensure intervention in the classroom and beyond the regular school day to ensure students are able to pass their A-G courses, focusing specifically on struggling students, SED, SWD, Black/African American students, and English Learners.	Progress Monitoring 1. Teachers and support staff will provide intervention lessons and student progress data to PLCs and departments. Supervising administrator will review this data at least once per term. 2. AVID enrollment data, student academic progress (progress reports, term grades, A-G	Evaluation

To include visits with local community college representatives. Funding will be provided to pay for intervention supplies and instructional materials, timesheet compensation, and sub coverage.

2. The AVID elective course will provide students the opportunity for college and career readiness activities, AVID tutoring, and field trips to career and college sites. Funds will be used to support the students in the AVID Program for class materials, field trips to career and college sites. Funds will be used for field trip expenses, supplementary instructional materials, sub coverage and timesheet overtime.

3. AVID teachers will collaborate to develop lessons and projects for the AVID program. Funds will be used to pay for collaboration materials, sub coverage and timesheet overtime.

4. Teachers will attend AVID training to expand their support for AVID students and principally targeted student groups. Funding will be used to pay for sub coverage, timesheet overtime, training materials and expenses.

6. Students will participate in college & career-based field trips during the school day and beyond the regular school day that support their understanding of post-secondary opportunities. Funding will be used to pay for field trip expenses, sub coverage and timesheet overtime.

7. Counselors will utilize the Focus on College and Career (FOCC) elective course, in which all ninth graders are required to be enrolled, ten year academic and career plans to provide additional support and guidance for students. Counselors will collaborate with College and Career Techs on student A-G progress.

completion), student assignment data, and student feedback data will be reviewed by the AVID team at least once per term. AVID students will be expected to be responsible to adhere to AVID contract requirements and meet all commitments and obligations.

3. The AVID team will provide AVID student progress data (agendas, sign-in sheets, lessons, student academic progress) to supervising administrator. AVID students will be expected to make satisfactory progress, per AVID contract. Data will be reviewed twice per year.

4. Staff who attend AVID training will provide evidence of learning (lesson plans, instructional strategies) and impact on instructional practices to staff at Staff Meetings as scheduled.

6. Field trip rosters, student survey feedback will be reviewed by AVID Coordinator once per term. All AVID students will be expected to participate in college/career activities/field trips as evidenced by sign in sheets and field trip attendance rosters.

7. FOCC teachers will provide Ten Year Plans to Counseling Department Chair/Department upon completion of student plans.

8. Participants will provide data (staff and student survey feedback, course selection and enrollment data) that will be shared with supervising administrator.

8. Staff will develop and implement demonstration lessons and activities for AP/honors, CTE, and elective courses to increase enrollment in these courses. Funding will be provided to pay for event materials, timesheet compensation, and sub coverage.		
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Action 1.4.2 (SiteGoalID: 7613) (DTS: 04/17/24)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • School-wide • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p><u>A-G Grant</u> (COHS was allocated \$138,618 to be spent by June 30, 2026.)</p> <p>Counselors will collaborate with site administration and teachers to support and improve student A-G access and completion rates by focusing on the following categories and actions:</p> <p>1 College Going Culture: The below action items will be funded by A-G Grant dollars. Said funding will supplement AVID field trips should existing AVID funding not be sufficient.</p> <ul style="list-style-type: none"> Avid field trips Cash for College Workshop (\$1,500 for Cal Soap plus \$600 for COHS Counselors) AP proctors and AP clerical help. 	<p>Progress Monitoring</p> <p>1. AVID Coordinator will collaborate with Counseling Department Chair and supervising administrator, to request A-G funding for field trip costs exceeding allocated AVID budget funds. AVID Coordinator to maintain attendance, field trip agenda, travel itinerary, and student deliverables.</p> <p>Counselors will complete Cash for College application(s) for review and approval by supervising administrator. AP Proctors and Clerical help will be solicited and confirmed by counselors and approved by supervising admin.</p> <p>2. Teachers, Counselors, and any teachers integrating AVID strategies attending professional learning, will provide supervising</p>	<p>Evaluation</p>

<p>2. Professional Development: Funding will be provided, through the A-G Grant, for AP conferences and teacher/counselor professional learning as well as continuing AVID training opportunities and AVID Summer Institute, travel, substitutes, etc.</p> <ul style="list-style-type: none"> • AP Conference teacher training. • AVID training. • Counselor College Workshops and A-G related Conferences and Professional Learning. <p>3. Extended Learning: Staff supporting will be paid on timesheets outside of contract hours.</p> <ul style="list-style-type: none"> • AP Boot Camp during summer for AP preparation. • Edgenuity classes for A-G graduation completion requirements. • tutoring outside of contract hours to support students in A-G classes. 	<p>administrator with conference/training paperwork. Participating staff will share take-aways and deliverables with staff at Staff and Department/PLC meetings.</p> <p>3. Staff participating in AP Boot Camp, Edgenuity, and tutoring, will maintain and provide as requested, daily attendance records of student progress. Staff will collaborate with the counseling team as well as site admin to provide updates on student progress/challenges to successful completion quarterly.</p> <ul style="list-style-type: none"> • A-G actions 1-3 will be progress measured quarterly by identified teachers, counselors and administration to measure progress. <p>Metric: A-G Completion Increase the percent of all graduates meeting A-G requirements from 73% (2023) to 80% (2024). Increase the percent of Students with Disability graduates meeting A-G requirements from 17% (2023) to 25% (2024). Increase the percent of English Learners meeting A-G requirements from 21% (2023) to 40% (2024).</p>	
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Site Goal 1.5 (SiteGoalID: 7614) (DTS: 12/13/23)

Increase access and support for CTE students to complete CTE pathway sequence upon graduation.

Metric:

- Increase CTE sequence completion for Black or African American students from 26% (2023) to 30% (2024)
- Increase CTE sequence completion for students with disabilities from 17% (2023) to 25% (2024)
- Increase CTE sequence completion for Hispanic students from 24% (2023) to 35% (2024)
- Increase CTE sequence completion for English Learners from 11% (2023) to 15% (2024)

Action 1.5.1 (SiteGoalID: 7614) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • SWD

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1. Implement highly effective CTE Pathways program that provides opportunities for target student groups to access curriculum and support. Funding will be provided for the following expenses: consumable supplies, instructional materials, instructional equipment, field trips related to the career theme or post-secondary preparation, professional development related to instructional methodology or staying current with industry trends.</p> <p>2. CTE pathways will conduct parent/guardian engagement activities to ensure parents/guardians understand how they can support their child in being successful in CTE classes and gateway elective courses and completing the CTE pathway. Funding will be provided for meeting and event materials and supplies, sub coverage, timesheet compensation, and refreshments at meetings and events for families.</p> <p>4. CTE teachers will attend</p>	<p>Progress Monitoring</p> <p>1. CTE teachers will provide developed lessons (in-class, field trip) and CTE student progress data to supervising administrator who will review this data at least once per term.</p> <p>2. Parent engagement event/meeting agendas, sign-in sheets, and handouts, CTE course selection data, and parent survey feedback will be reviewed by the CTE department and supervising administrator.</p> <p>4. Conference and training agendas, sign-in sheets, artifacts & lessons developed by learning from training and conferences will be reviewed by the CTE department and supervising administrator.</p> <p>5. Event agendas, sign-in sheets, rosters of students participating, and student survey feedback will be reviewed by the CTE department and supervising administrator.</p>	<p>Evaluation</p>

<p>training and conferences that enhance their instructional practices and successfully implement their CTE program. Funding will be provided for PD and conference expenses, sub coverage, and timesheet compensation.</p> <p>5. The school will provide opportunities for CTE students to engage in capstone-related activities, including CTE-themed competitions and events (ex: Robotics and coding competitions) to enhance their ability to access the CTE curriculum. The CTE department will focus on recruiting students from target groups for participation in these activities. Funding will be provided to pay for event materials, timesheet compensation, and sub coverage.</p>		
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Site Goal 1.6 (SiteGoalID: 7615) (DTS: 12/13/23)

Increase access and support for students taking VAPA courses and participating in VAPA standards-based programs.

Metric:

- Increase the number of students enrolled in VAPA courses by 6% from 44% (2019) to 50% (2023).
- Increase the number of students passing VAPA courses by 10%.

Metric: Content Standards Implementation - Percent Early Applying and Applying

Action 1.6.1 (SiteGoalID: 7615) (DTS: 12/13/23)

Targeted Student Group(s)

• EL • Foster Youth • School-wide • SWD

Action Plan	Progress Monitoring	Evaluation
	<ul style="list-style-type: none"> • How will you measure implementation? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome?

<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation
<p>1. Implement a highly effective VAPA program that provides opportunities to access curriculum and provides support for principally targeted student groups. Funding will be provided for supplementary materials, instructional equipment, maintenance and repair of instructional equipment, VAPA-related field trip expenses, sub coverage and timesheet compensation.</p> <p>2. The VAPA program will conduct parent/guardian engagement activities to ensure parents/guardians understand how they can support their child in being successful in VAPA courses and programs. Funding will be provided for meeting and event materials and supplies, sub coverage and timesheet compensation at meetings and events for families.</p> <p>3. VAPA teachers will attend training and conferences that enhance their instructional practices and successfully implement their VAPA program. Funding will be provided for PD and conference expenses, sub coverage, and timesheet compensation.</p> <p>4. The school will provide opportunities for VAPA students to engage in co-curricular related activities, including theatrical performances, art galas and competitions to enhance their ability to access the VAPA curriculum. The VAPA department will focus on recruiting students from principally targeted groups for participation in these co-curricular</p>	<p>1. VAPA teachers will provide developed lessons (in-class, field trip) and VAPA student progress data to Department Chair and supervising administrator. Department Chair and supervising administrator will review this data at least once per term.</p> <p>2. Parent engagement event/meeting agendas, sign-in sheets, and handouts, VAPA course selection data, and parent survey feedback will be reviewed by the VAPA department and supervising administrator at scheduled department meetings.</p> <p>3. Conference and training agendas, sign-in sheets, artifacts & lessons developed by learning from training and conferences will be reviewed by the VAPA department and supervising administrator.</p> <p>4. Event agendas, sign-in sheets, rosters of students participating, and student survey feedback will be reviewed by the VAPA department and supervising administrator.</p>	

VAPA events. Funding will be provided to pay for event materials, timesheet compensation, and sub coverage.		
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Funding Sources for District Goal 1 (DEV - LCAP ID: 650)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	3	Certificated- Salaries
Supplemental/Concentration (7201/0000)	31187	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	3000	Classified- Timesheets
Supplemental/Concentration (7201/0000)	8000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	15000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	10000	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	5150	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	5000	Materials/Supplies/Equipment

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:

- Test Participation Rate on Districtwide Assessments

Site Goal 2.1 (SiteGoalID: 7618) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Action 2.1.1 (SiteGoalID: 7618) (DTS: 12/13/23)**Targeted Student Group(s)**

• EL • School-wide • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
Action Plan 1. The testing coordinator will develop a testing schedule reviewed by Leadership that will ensure an opportunity for all eligible students to complete their assessments by May 2024. Funding will be provided to support the planning and implementation of CAASPP assessments and EGUSD assessments, sub coverage, and timesheet compensation. 2. Teachers will implement lessons in Advocacy and their subject-based classes to ensure	Progress Monitoring 1. The testing schedules, participation rates, and test scores will be reviewed by Leadership and administration by May 2025. 2. Administration will conduct walkthroughs to observe the implementation of assessment familiarity lesson plans. Student test scores will be reviewed by Leadership and site administration upon release by EGUSD. Data will be shared with SSC and staff in Staff Meetings as well as scheduled SSC meetings as part of the LCAP Metrics annual review.	Evaluation

students understand the types of questions on the assessments, how to utilize the online assessment platform, and the relevance and importance of CAASPP and district assessments on the student, school, and district.

Site Goal 2.2 (SiteGoalID: 7619) (DTS: 12/13/23)

Increase the efficacy and implementation of PLC's to support student learning and academic success with regular review and analysis of students assessments data as well as plans for targeted reteaching and enrichment.

Metric: The percentage of Professional Learning Communities (PLCs) at COHS utilizing common formative assessments will increase by 7.2% from 54.6% to 61.8% through Illuminate and/or an alternate online platform.

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1 (SiteGoalID: 7619) (DTS: 12/13/23)

Targeted Student Group(s)

• EL • School-wide • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1. Special education teachers will utilize two release days to collaborate with counselors, general education teachers, and feeder school teachers to analyze data to ensure proper placement and support are being provided for Students with Disabilities. Funding will be provided for</p>	<p>Progress Monitoring</p> <p>1. SWD Academic Progress (progress reports, final term grades, IEP goal completion), student schedules, and paraeducator schedules will be reviewed by the SPED department, counseling team, Program Specialist, and supervising administrator each</p>	<p>Evaluation</p>

<p>planning and meeting materials, sub coverage, and timesheet compensation.</p> <p>2. PLCs (teachers and support staff) will collaborate to develop site-based assessments that inform them of PLC, classroom and individual student progress. Funding will be provided for planning and meeting materials, sub coverage, and timesheet compensation. On site teacher trainers of Illuminate will be compensated for conducting trainings each term for new and veteran teachers.</p> <p>3. The World Language Department will utilize the Quia online assessment platform to assess students in world language, provide feedback to the teacher, students, and parents/guardians. Funding will be provided for subscription for this online assessment platform.</p>	<p>term.</p> <p>2. PLC created assessments and student assessment results will be reviewed by corresponding departments by December and again by May 2024. PLC teams will submit agendas, deliverables, and all common assessments created to their supervising administrator following the PLC time.</p> <p>3. Lessons that embed QUIA and QUIA student assessment results will be reviewed by the World Language Department and supervising administrator by December 2023 and again by May 2024.</p>	
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Funding Sources for District Goal 2 (DEV - LCAP ID: 650)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	8000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	1000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Certificated- Salaries

EL Supplemental (7250/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment

District Strategic Goal 3:

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

District Needs and Metrics 3:

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

- Cohort Graduation Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

Site Goal 3.1 (SiteGoalID: 7608) (DTS: 12/13/23)

Effectively implement the Positive Behavior Intervention & Supports (PBIS) Tier 1 and 2 Program

Metric:

- Improve the PBIS Tier 1 TFI score by 3% from 97% (2022-23) to 100% (2023-24).
- Improve the PBIS Tier 1 TFI Implementation - Feedback and Acknowledgement score from 1 out of 2 (2022-23) to 2 out of 2 (2023-24).
- Improve the PBIS Tier 2 TFI score by 5% from 92% (2022-23) to 97% (2023-24).
- Improve the PBIS Tier 2 TFI Teams - Screening score from 1 out of 2 (2022-23) to 2 out of 2 (2023-24).

Metric: Cohort Graduation Rate

Action 3.1.1 (SiteGoalID: 7608) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • School-wide • SWD

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1. The PBIS Tier 1 Team will have consistent parent/guardian and student members on the team who attend the monthly meetings. Funding will be provided for PBIS meeting and event materials.</p> <p>2. The PBIS Tier 1 and 2 Team will provide new staff with PBIS implementation training in August 2025 and provide all staff with refresher training on PBIS implementation by the end of Term. Funding will be provided for training expenses, sub coverage, release periods, and timesheet compensation.</p> <p>3. The PBIS Tier 1 team will provide monthly reminders to staff regarding the "I AM CO" PBIS words (Respectful-Responsible-Honorable-Engaged) in staff meetings and in email and newsletters and Tier 2 referral process. Staff meetings will include time to create Tier 2 referrals as well as receive training on the Multi-Tiered System of Supports (MTSS) process. Discipline referral data by target student groups will be shared at each staff meeting. Funding will be provided for sub coverage, release periods, and timesheet compensation.</p> <p>4. The PBIS Team will plan and implement at least one PBIS event and Advocacy lesson per term. Funding will be provided for sub coverage, release periods, and timesheet compensation.</p>	<p>Progress Monitoring</p> <p>1. PBIS Tier 1 meeting agenda, sign-in sheets, and minutes will be reviewed by PBIS Coordinator and assigned administrator at least once per term to determine if parent/guardian and student member attendance is noted.</p> <p>2. Training agendas, training materials, and sign-in sheets will be reviewed by PBIS Coordinator and supervising administrator at least once per term.</p> <p>3. Staff meeting agenda, sign-in sheets, handouts/Google Slides will be reviewed by the PBIS Coordinator and supervising administrator at least once per term.</p> <p>4. The PBIS event agenda, sign-in sheets, and artifacts, as well as the Advocacy class PBIS lesson and student survey feedback will be reviewed by the PBIS team at least once per term.</p> <p>5. PBIS Tier 1 meeting agenda, sign-in sheets, and minutes will be reviewed by PBIS Coordinator and supervising administrator at least once per term.</p> <p>6. Conference or PD agendas, artifacts will be reviewed by the PBIS team and supervising administrator by May 2025.</p>	<p>Evaluation</p>

5. The PBIS Team will review progress data at every PBIS Tier 1 and 2 meeting to determine whether revisions need to be made to PBIS plan and implementation. Behavior referral data by the principally targeted student groups will also be reviewed by the PBIS Team. This data will be shared at staff meetings at least once per term.

6. The PBIS Team members will participate in PBIS training (PBIS conferences, 5 Star Training, etc.) to improve on-site practices of PBIS implementation. Funding will be used to pay for PD or conference expenses, sub coverage and timesheet compensation.

Site Goal 3.2 (SiteGoalID: 7611) (DTS: 12/13/23)

Provide targeted support and restorative practices for all students who are struggling academically, behaviorally, and social-emotionally.

Metric:

- Decrease the school suspension rate as documented in LCAP Metrics from 4.4% (2023) to 3.5% (2024)
- Decrease the suspension rate of African American students from 12.7% (2023) to 10% (2024)
- Decrease the suspension rate of SWD from 11.7% (2023) to 8% (2024)
- Decrease the suspension rate of EL students from 5.9% (2023) to 4% (2024)
- Decrease "Major Defiance/Disrespect/Non-Compliance" incidences from 241 (2023) to 200 (2024). (Data: Synergy report IDS601)
- Decrease "Major Inappropriate Location/Out of Bounds" incidences from 142 (2023) to 100 (2024). (Data: Synergy report IDS601)

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1 (SiteGoalID: 7611) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Foster Youth • SWD

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1. With an additional 0.3 FTE and under the direction of the principal, the Intervention Teacher-in-Charge will participate in the management of school site intervention programs for social emotional learning and utilize restorative practices and appropriate interventions to assist students; coordinate, manage and supervise various school programs including lunch restitution/reflection program.</p> <ul style="list-style-type: none"> Mediation/Conflict Resolution Student Discipline Re-entry Restorative Circles & Other Projects <p>2. Staff will be trained in engaging students in restorative dialogue, facilitating community circles, and participating in conflict mediation and re-entry circles. Initial training will be conducted during two scheduled trainings for the 2024-2025 school year consisting of 2 hour blocks for each training. Training will be conducted by EGUSD Office of Equity Coaches.</p> <p>3. Staff will participate in restorative activities with students (community circles, restorative dialogue, parent meetings, mediation circles, re-entry meetings to address behavior concerns and resolve conflict. Funding will be used to pay for restorative activities materials, sub coverage, release periods, and timesheet compensation.</p>	<p>Progress Monitoring</p> <p>1. Suspension data, attendance data, academic data, and behavior referral data will be reviewed by the TIC at least once per term and shared out with staff at Staff Meetings as well as Leadership Meetings.</p> <p>2. Training agendas, sign-in sheets, handouts, and staff survey feedback will be reviewed by TIC and entire administrative team following each training.</p> <p>3. Suspension data, restorative activities data, and behavior referral data will be reviewed by TIC and administrative team at least once per term and shared out at scheduled Staff Meetings.</p>	<p>Evaluation</p>

Site Goal 3.3 (SiteGoalID: 7616) (DTS: 12/13/23)

Site will address WASC identified area for continuous improvement: COHS will establish a culture that fosters trust, mutual accountability, shared responsibility, and a desire to perform at high levels across the organization.

Metric: Staff School Climate Survey will improve in the following areas:

- Overall Climate for Staff will improve from 52% (2023) to 75% (2024). (LCAP Metrics Data Report)
- Staff "Sense of Belonging" will improve from 43% (2023) to 80% (2024). (LCAP Metrics Data Report)

Metric: School Climate - Average Favorability Rating

Action 3.3.1 (SiteGoalID: 7616) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • School-wide • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
Action Plan 1. Staff will engage in 8 hours of Arbinger Outward Mindset in Education training during scheduled blocks of time during the contract day. 2. Staff will engage in Blue vs Orange ongoing year-long team spirit competition. 3. Fall Fest, Coachella, CO's Got Talent Show, Deck the Paws, Student Staff Basketball, Staff involvement in Rally's, Friday Night Lights, PBIS Kickoff/No	Progress Monitoring 1. Increase in positive staff and student responses to the annual culture and climate survey. 2. Activities Director will track participation points and staff rewards/awards will be provided. Staff utilization of I AM CO points to reward positive student behavior. Increase in positive staff/student responses to annual culture and climate survey. 3. Staff attendance/participation in team building events will be	Evaluation

<p>Backpack Day.</p> <p>4. Create Wolfpack Howl to allow staff to recognize each other, monthly, for going above and beyond to help/support each other and our school community.</p> <p>5. Staff engage in positive messaging twice a year, Fall (leaves) and Spring (butterflies) where they write positive messages to fellow staff members to be posted as decorations on our main office hallway walls.</p>	<p>tracked via 5-star and Activities Director. Points will be tracked and rewards/awards given for team winners.</p> <p>4. Staff will submit Howl monthly to Teacher-in-Charge. Responses will be shared with staff in newsletter and/or separate posting. Increase in positive responses to staff engagement survey.</p> <p>5. Participant names are tracked and points allocated to respective teams. Increase in positive responses to staff culture and climate survey.</p>	
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Site Goal 3.4 (SiteGoalID: 7617) (DTS: 12/13/23)

Increase the fidelity at which Social & Emotional lessons and activities are engaged with and implemented on campus.

Metric:

- Overall student favorability rating, as measured by the Social Emotional Learning Survey for Students, will improve from 75% (2023) to 80% (2024). (LCAP Metrics Report)
- Responsible Decision Making will improve from 82% (2023) to 86% (2024).

Metric: Social Emotional Learning - Average Favorability Rating

Action 3.4.1 (SiteGoalID: 7617) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
<p>1. The Advocacy Coordinator will lead the Advocacy team and facilitate the planning and implementation of the Advocacy program. The Advocacy Coordinator in conjunction with the team, will develop lessons, model them, and support teachers in implementing these lessons. The Advocacy Coordinator will also review data from the Advocacy lessons, student and staff survey feedback, as well as culture and climate feedback to gauge effective implementation of the Advocacy Program. Funding will be provided for the Advocacy Program, including compensation for the Advocacy Coordinator(80 hours) as well as sub coverage and timesheet compensation for Advocacy Committee members.</p> <p>2. Teachers and support staff will attend PD and conferences that will improve their ability to teach and support SEL instruction and Character Strong curriculum in Advocacy classes and regular classes. Funding will be provided for PD and conference expenses, sub coverage, and timesheet compensation.</p> <p>3. Counselors will host/facilitate Mental Health Awareness Day in may. EGUSD Office to provide supplies for this event.</p>	<p>1. Advocacy lessons, student and staff feedback will be reviewed by Coordinator and supervising site administrator, at least once per term.</p> <p>2. PD and conference agendas, lessons and activities that demonstrate teacher learning from PD and conferences will be reviewed by coordinator and supervising administrator by May 2025.</p> <p>3. Counselors to distribute information to staff/students in May.</p>	

Funding Sources for District Goal 3 (DEV - LCAP ID: 650)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	50000	Certificated- Salaries
Supplemental/Concentration	20000	Certificated- Timesheets

(7201/0000)

Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Classified- Salaries
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Classified- Timesheets
Supplemental/Concentration (7201/0000)	<input type="text" value="4000"/>	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	<input type="text" value="5000"/>	Materials/Supplies/Equipment

EL Supplemental (7250/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

- Attendance Rate
- Parents indicating a respectful and welcoming school environment
- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement
- Percent Chronically Absent

Site Goal 4.1 (SiteGoalID: 7609) (DTS: 12/13/23)

Increase community/parent participation and engagement at school events to build a positive school community.

Metric:

- A 15% increase in participation in COHS COnections (Parent University) grade level parent seminars/information nights from 60 participants each event to 70 participants each event.
- EGUSD Parent Survey results on Relationship Between School Staff and Families: Effective Provision of a Respectful and Welcoming Environment, will increase from 84% (2023) to 90% (2024).
- EGUSD Parent Survey results on Partnerships for Student Outcomes: Effective Provision of Opportunities for Parent Involvement, will increase from 84% (2023) to 90% (2024).

Metric: Parents indicating a respectful and welcoming school environment

Action 4.1.1 (SiteGoalID: 7609) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Black or African American • EL • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>1. Counselors, teachers, and support staff will plan and facilitate 3 Parent University activities throughout the school year. Parent University activities and other family and community outreach events will focus on teaching parents/guardians A-G requirements, college & career opportunities, SEL, VAPA, CTE, and AP information. Counselors will develop and present Parent University specific events at least three times a year.</p> <p>Counselors will facilitate community outreach events, including seasonal festivals, college and career fairs, and a multicultural fair at least once a term. Counselors will divide into groups responsible for planning their own event six weeks prior to the date. These after school</p>	<p>Progress Monitoring</p> <p>1. Parent University agendas, sign-in sheets (or Zoom participation logs) and handouts will be collected by the counseling team and administration and the progress of Parent Universities will be reviewed by the counseling team and supervising administrator in October, January, and March for the 2024-25 school year.</p> <p>2. Counselors will maintain parent/student attendance sheets for the event(s). Effectiveness will be measured via increase in Parent Survey responses to the Parent Culture and Climate Survey under the category "Support for Academic Learning".</p> <p>3. Counselors will create agenda and program for the event. Counselors will communicate with teachers to determine student</p>	<p>Evaluation</p>

events will contain a general session for all parents, and then grade-specific workshops for the remainder of the event. Topics covered will be keys to academic success, graduation requirements, college readiness and preparation, financial aid workshops, and college admissions, with a focus on reaching our principally targeted student groups. Funding will be used to purchase materials and supplies to carry out these events, as well as sub coverage, and timesheet overtime for staff who plan and facilitate these events.

2. Counselors will plan and facilitate incoming 9th Grade Orientation Nights on 2 nights with 2 sessions per night (4 total sessions). Funding will be provided for time worked outside of contract hours.

3. Counselors will plan and facilitate Senior Awards Night. The event will be communicated school-wide and parents/guardians encouraged to attend.

4. Staff who are trained in home visits will conduct in-person and virtual home visits to build positive relationships with parents/guardians in supporting their child's academic achievement as well as home visits to address concerning areas related to academics and attendance. Funding will be provided for sub coverage and timesheet overtime compensation.

5. Staff will train parents/guardians on how to access ParentVue, Google Suite, social media monitoring, SEL and at-home strategies to support their student(s). Funding will be provided for materials, refreshments, sub coverage, and timesheet compensation.

participation and communicate with parent/student community. Effectiveness will further be measured by increase in positive parent response percentages to the Parent Culture and Climate Survey under the category "Support for Academic Learning".

4. Home visit sign-in sheets, list of families who have participated in home visits, academic progress (progress and final grades) will be reviewed by the counseling team, and supervising administrator at least once per term.

5. Parent/guardian sign-in sheets, student academic progress (progress and final grades) will be reviewed by the counseling team, at least once per term.

6. Monthly newsletter will be created and sent out to parents and staff on the first of each month. Effectiveness will be measured by parent feedback and improvements in percentage favorable on parent surveys.

6. Site Principal will send out monthly newsletters informing parents/guardians of upcoming activities and important dates. Communication will include encouraging parent involvement and participation in surveys by providing an explanation of the importance of the feedback to chart future progress and effect change as necessary.

Site Goal 4.2 (SiteGoalID: 7621) (DTS: 12/13/23)

Improve overall attendance and decrease truancy and chronic absenteeism.

Metric:

- Increase attendance rates for all students from 93% to 95%
- Increase attendance rates for Hispanic students from 90% to 92%
- Increase attendance rates for EL students from 90% to 92%
- Increase attendance rates for foster youth from 85% to 90%
- Increase attendance rates for homeless students from 73% to 80%
- Increase attendance rates for students with disabilities from 86% to 90%
- Decrease chronic absenteeism for all students from 21% to 8%

Metric: Attendance Rate

Action 4.2.1 (SiteGoalID: 7621) (DTS: 12/13/23)

Targeted Student Group(s)

• EL • Foster Youth • Hispanic or Latino • School-wide • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation

<p>1. The PBIS team will provide a weekly incentive for students who have zero tardies for the week, selecting students from the grade level with the least number of non-first period tardies for that term. Attendance recognition will take place at the beginning of Terms 2, 3, and 4 to recognize students and their attendance from the previous term.</p> <p>2. Staff who are trained in home visits will conduct in-person and virtual home visits to build family relationships and porch visits to address concerns related to attendance. Targeted intervention will be determined by data supplied by the AIO office. Funding will be provided for sub coverage and timesheet overtime compensation.</p> <p>3. Staff members will make intentional communication (phone calls, Zoom meetings, and in-person conference) to parents/guardians for students who are consistently tardy and/or have chronic absenteeism, and are students in the target student groups. Funding will be provided for meeting materials, refreshments for families, sub coverage, and timesheet compensation.</p> <p>4. Coordinate with Regional Attendance Improvement Technician to communicate with and identify frequently absent students</p>	<p>1. Synergy attendance reports and incentive recipient data will be reviewed by PBIS and SSC at least once per term.</p> <p>2. Home visit sign-in sheets, list of families who have participated in home visits, and attendance data will be reviewed by the counseling team and SSC at least once per term.</p> <p>3. Parent/guardian sign-in sheets, and attendance data will be reviewed by the counseling team and SSC at least once per term.</p> <p>4. COHS Attendance Tech will review attendance with RAIT during regularly scheduled meetings and respond to attendance audits.</p>	
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Funding Sources for District Goal 4 (DEV - LCAP ID: 650)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries

Supplemental/Concentration (7201/0000)	3000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	1000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$3	\$0	\$50000	\$0	\$50003
Certificated- Timesheets	\$31187	\$8000	\$20000	\$3000	\$62187
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$3000	\$0	\$0	\$0	\$3000
Contracts/Services/Subscriptions	\$8000	\$1000	\$4000	\$0	\$13000
Materials/Supplies/Equipment	\$15000	\$0	\$5000	\$1000	\$21000

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$10000	\$0	\$0	\$0	\$10000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$5150	\$0	\$0	\$0	\$5150
Materials/Supplies/Equipment	\$5000	\$0	\$0	\$0	\$5000

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.

Cosumnes Oaks High School has approximately 35% enrollment of unduplicated students. Our principally targeted students, African-American students and Students with Disabilities, are supported in school wide focus areas as well as targeted classes, programs, and site initiatives. In addition to the principally targeted population, other key performance indicators helped us to identify other areas in need of reinforcement, specifically identified in the Four Strategic Goals. Areas of primary concern centered around access to rigorous curriculum, a-g completion, CTE academy/pathway completion, abundant technology resources, professional development focused on pedagogy and the whole-child approach, content standards implementation, freshman transition and the development of college and career mindset, attendance, and culture/climate which includes PBIS and restorative practice. The school wide focus on Professional Learning Communities will also support the principally targeted students; best practice strategies often mirror effective English Learner strategies. In addition, access to rigorous curriculum (AP, Honors, Accelerated, CTE) will not only benefit the principally targeted groups, but it will also have an impact on underrepresented subgroups in these courses which is a key area of concern. Though we have a low number of Foster Youth and we are classified as *low impact EL school*, those students represent some of Socio-economically Disadvantaged students as well. Increasing services to all students indicates that the principally targeted students will receive multiple layers of support. In addition, Cosumnes Oaks High School maintains that there may be underreported students who may belong in the principally targeted population. As a result, school wide Actions, Services, and Expenditures ensure these students are reached as well.

V. Funding

Cosumnes Oaks High School (455) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$0	\$0	\$0	\$0	\$0	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$149,190	\$57,190	\$9,000	\$79,000	\$4,000	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$20,150	\$20,150	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$169,340	\$77,340	\$9,000	\$79,000	\$4,000	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$0	Title I Foster Youth	\$0
		Title I Homeless	\$0
Subtotal of state or local funds included for this school	\$169,340	Title I Centralized Services	\$0
		Title I Preschool	\$0

		Signatures: (Must sign in blue ink)	Date
Principal	Zachary Cheney	_____	_____
School Site Council Chairperson	Ameera Mahmood	_____	_____
EL Advisory Chairperson	Rachel Baird	_____	_____