



## **Laguna Creek High School**

# **Local Control Accountability Plan (LCAP) 2024-2025**

**Principal: Mark Benson**

**County-District-School (CDS) Code: 34673143430592**

**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

Laguna Creek High School | Focused Work: 2024-2025

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### Goal Setting (Icapid: 654)

#### 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.

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#### Stakeholder Engagement

##### 1. Involvement Process for LCAP and Annual Update

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

The LCHS LCAP planning process is an ongoing year-long process. Educational partners provide input and feedback during Staff and Leadership meetings, School Site Council meetings, and Monthly Parent meetings. In addition, parent, student, and staff feedback is gathered throughout the year through various site and district surveys.

**School Site Council:**

- Sept. 21, 2023
- Nov. 16, 2023
- Jan. 25, 2024
- April 18, 2024
- May 16, 2024

**School Site**

- Aug. 7, 2023
- May 2, 2024

**ELAC Mtgs.**

- September 29, 2023
- January 6, 2024
- April 24, 2024

**Surveys:**

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

**Monthly Breakfast with Benson****2. Impact of LCAP and Annual Update****How did these consultations affect the LCAP for the upcoming year?**

These consultations validated the work we were doing and the need to either discontinue, revise, or add goals and actions.

Revisions included:

**Site Goal 1:** Emphasis needed for teacher International Baccalaureate Middle Years Programme professional learning.

- Consideration for Solution Tree (PLC) and International Baccalaureate (IB) Professional Learning for the next year.
  - Training to support additional Collaborative Team Meeting time created by adjusting the bell schedule.

**Site Goal 2:** Purposeful scheduling of administrator support for collaborative teams and providing PLC training to staff.

- Solution Tree Contract includes options for Virtual Training and access to a video library to support remote professional learning.
- Continued professional learning to support student engagement and intervention was recommended.

**Site Goal 3:** There is a strong need for Social-Emotional Learning and Campus Climate emphasis. Staff and student mental well-being continues to be a concern.

- Continue with services emphasizing positive connections and mental health support.

**Site Goal 4:** Education partners affirmed our actions to foster a welcoming and responsive culture. Parent Surveys support our welcoming environment and prompt communication.

- Continue to offer in-person events to support a positive community and campus climate.

### 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: 7650) (DTS: 12/13/23)

Site Goal 1.1: Increase the % of students taking at least one honors/IB/AP class to support the WASC identified goal of Student Engagement.

- Whole School from 47% to 50%
- African American from 30% to 35%
- Hispanic from 38% to 42%

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

## Action 1.1.1 (SiteGoalID: 7650) (DTS: 12/13/23)

### Targeted Student Group(s)

- All

<b>Action Plan</b> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Instructional Programs:</b> LCHS will provide AVID, Honors, AP, and IB (MYP &amp; DP) aligned educational experiences. The funding provides additional resources that IB aligned educational experiences. Funding provides AVID/AP/IB professional learning.</p> <p><b>Middle Years Programme (MYP)</b> <b>Instruction includes:</b></p> <ul style="list-style-type: none"> <li>• <b>Focus on Global Contexts</b> <ul style="list-style-type: none"> <li>◦ Identities and Relationships</li> <li>◦ Personal and Cultural Expression</li> <li>◦ Orientations in Space and Time</li> <li>◦ Scientific and Technical Innovation</li> <li>◦ Fairness and Development</li> <li>◦ Globalization and Sustainability</li> </ul> </li> <li>• <b>Conceptual Understanding</b> <ul style="list-style-type: none"> <li>◦ Sixteen Key Interdisciplinary concepts with related concepts for each discipline.</li> </ul> </li> <li>• <b>Approaches to Teaching and Learning</b> <ul style="list-style-type: none"> <li>◦ Social</li> </ul> </li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• <b>Who will evaluate effectiveness?</b></li> <li>• School Administration &amp; Program Coordinators</li> </ul> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>• AVID/AP/IB Professional Learning Participation.</li> <li>• AP Exam Results <ul style="list-style-type: none"> <li>◦ Summer Release of Results</li> </ul> </li> <li>• AVID Enrollment Data <ul style="list-style-type: none"> <li>◦ Annual</li> </ul> </li> <li>• IB DP Diploma Programme Participation Rate <ul style="list-style-type: none"> <li>◦ Enrollment Rates</li> </ul> </li> <li>• IB DP Assessment Scores <ul style="list-style-type: none"> <li>◦ Annual Summer Release</li> </ul> </li> <li>• IB MYP Personal Project Participation Rate <ul style="list-style-type: none"> <li>◦ Person Project Coordinator Survey</li> </ul> </li> <li>• Classroom Observations</li> <li>• WASC/IB Evaluation</li> </ul> <p><b>When will data collection occur?</b></p> <ul style="list-style-type: none"> <li>• Ongoing &amp; Annual</li> </ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"> <li>• Site Leadership</li> <li>• Newsletters</li> </ul>	<p><b>Evaluation</b></p>

- Thinking
- Research
- Communication
- Self-Management

## **Diploma Programme (DP)**

### **Instruction Includes:**

- **Three Core Elements**
  - **Theory of Knowledge:**  
Reflect on the nature of knowledge
  - **Extended Essay:**  
4,000-word independent & self-directed research paper.
  - **Creativity, Activity, and Service Project**
- DP Courses emphasize conceptual understanding of the content, emphasizing global awareness and writing.

1. IB MYP Professional Learning, curriculum, and technology that supports IB-aligned educational experiences for grades 9 & 10 MYP Subject Groups.
2. IB Diploma Programme (DP) curriculum, professional learning, and technology that supports IB-aligned educational experiences for grades 11 & 12 DP Subject Groups.
3. AVID Professional Learning and curriculum to provide AVID-aligned educational experiences.
4. Academic Intervention Opportunities
5. Professional Development for teachers, administrators, and counseling staff to improve SEL/trauma informed practices for expanding A-G identification and culturally responsive strategies for students to thrive in advanced courses with increased A–G completion rates, including Honors courses, IB, Advanced Placement (AP), and Pre AP-specific training.

- Daily Bulletin

6. College Going/Career Planning School Culture - expanding A-G credit recovery options, courses, and related activities–		
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### Site Goal 1.2 (SiteGoalID: 7653) (DTS: 12/13/23)

Increase the % of EL, RFEP, and English Only students making yearly progress in ELA to support the WASC identified goal of Student Engagement.

- Whole school increase from 3.9 points below standard to 5 points above standard.
- Increase in % of EL students that are progressing to English Proficiency (ELPI Progress) from 46% to 49%.
- Increase Math Performance for EL students by 10 points.

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

### Action 1.2.1 (SiteGoalID: 7653) (DTS: 12/13/23)

#### Targeted Student Group(s)

- EL • R-FEP

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>ELA Staffing:</b> Staffing to create additional sections in English, ELA literacy, EL Edge classes, or EL Support classes (0.20 FTE Supplemental Concentration) &amp; (.20 FTE EL Supplemental). Sections will provide designated and support</p>	<p><b>Progress Monitoring</b></p> <p><b>Who will evaluate effectiveness?</b></p> <ul style="list-style-type: none"> <li>• EL Coordinator</li> </ul> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>• ELA Literacy and EL Edge enrollment totals. <ul style="list-style-type: none"> <li>◦ Course Enrollment Data</li> </ul> </li> </ul>	<p><b>Evaluation</b></p>

<p>courses for English instruction. Staff will collaborate with EL Coordinator to support student reclassification and improve English proficiency.</p> <p>Staff will:</p> <ul style="list-style-type: none"> <li>• Collaborate with EL Coordinator to support positive class attendance</li> <li>• Identify and communicate to the EL coordinator students that require additional support.</li> <li>• Facilitate and support ELPAC Testing and preparation.</li> <li>• Provide English and other academic intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• A-G Completion Rates</li> <li>• Attendance Data</li> <li>• ELA &amp; EL Course Class Size</li> <li>• Discipline Data <ul style="list-style-type: none"> <li>◦ Quarterly Review</li> </ul> </li> <li>• PLC Assessment Data</li> <li>• ELPAC Data</li> <li>• ELAC Meeting Participation <ul style="list-style-type: none"> <li>◦ Meeting Minutes</li> </ul> </li> </ul> <p><b>When will data collection occur?</b></p> <ul style="list-style-type: none"> <li>• Quarterly</li> <li>• Semester</li> </ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"> <li>• Site Leadership</li> <li>• Newsletters</li> <li>• Daily Bulletin</li> </ul>	
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#### Action 1.2.2 (SiteGoalID: 7653) (DTS: 12/13/23)

##### Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Program Support &amp; Assessment:</b></p> <p>1. Timesheet hours to do ELPAC testing, ELAC Meetings, and EL Coordination for all EL Students.</p> <p>EL Coordinator Duties: EL coordinator duties may include: identification/placement of EL students, reclassification, EL/RFEP monitoring, and support</p>	<p><b>Progress Monitoring</b></p> <p><b>Who will evaluate effectiveness?</b></p> <ul style="list-style-type: none"> <li>• EL Coordinator</li> </ul> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>• ELA Literacy and EL Edge enrollment totals. <ul style="list-style-type: none"> <li>◦ Course Enrollment Data</li> </ul> </li> <li>• A-G Completion Rates</li> <li>• Attendance Data</li> </ul>	<p><b>Evaluation</b></p>



<p>for ELAC meetings. ELPAC coordinator duties may include: ELPAC Coordinator includes roles and responsibilities for the assessment of students using initial and summative ELPAC</p> <p><b>Action includes:</b> EL Coordinator and EL teachers site planning expenses. (Timesheets, ELAC Training Materials, Light Refreshments and Substitutes)</p>	<ul style="list-style-type: none"> <li>• ELPAC Data</li> <li>• ELAC Meeting Participation <ul style="list-style-type: none"> <li>◦ Meeting Minutes</li> </ul> </li> </ul> <p><b>When will data collection occur?</b></p> <ul style="list-style-type: none"> <li>• Semester</li> <li>• Annual</li> </ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"> <li>• Site Leadership</li> <li>• Newsletters</li> <li>• Daily Bulletin</li> </ul>	
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### Site Goal 1.3 (SiteGoalID: 7654) (DTS: 12/13/23)

The site goal is to address the WASC-identified area of Student Engagement specifically by reducing the percentage of students receiving D and F grades and increasing performance on CAASPP Testing.

- Increase the School-Wide Distance from Standard in ELA from 3 to 15 points.
  - Improve African American Distance from Met from -105 to -90.
  - Improve Hispanic Distance from Met from -32 to -20
  - Improve EL student Distance from Met from -126 to -115
- Improve the School-Wide Distance from Standard in Math from -74 to -60.
  - Improve African American Distance from Met from -177 to -150
  - Improve Hispanic Distance from Met from -116 to -100
  - Improve EL student Distance from Met from -180 to -160
- Increase the student Graduation Rate from 93.3% to 95%

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

### Action 1.3.1 (SiteGoalID: 7654) (DTS: 12/13/23)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> </ul>

	<ul style="list-style-type: none"> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Curriculum, Equipment, &amp; Services:</b> Purchase of supplementary curriculum, technology, and equipment. software, tools, and resources to increase engagement. Includes subscriptions to Turnitin.com.</p> <p>Supplemental instructional materials and curriculum will be included on the district's approved list and in accordance with Board Policy 6161.1.</p>	<p><b>Progress Monitoring</b></p> <p>1. Metrics may include:</p> <ul style="list-style-type: none"> <li>Teacher Feedback</li> <li>A-G Completion</li> <li>IB Extended Essay Scores <ul style="list-style-type: none"> <li>Annual Summary Release</li> </ul> </li> <li>Graduation Rate from the California Dashboard</li> </ul>	<p><b>Evaluation</b></p>

#### Action 1.3.2 (SiteGoalID: 7654) (DTS: 12/13/23)

##### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Program Support:</b> 1. Purchase VAPA equipment, supplies, and materials for students to participate in curricular and extra-curricular experiences inside and outside the classroom. Funding to support VAPA field trips to Feeder Middle School. Funding for conferences and applicable costs.</p> <p><b>We will purchase allowable, reasonable and necessary supplies to complete the Action</b></p>	<p><b>Progress Monitoring</b></p> <p><b>Who will evaluate effectiveness?</b></p> <ul style="list-style-type: none"> <li>Administration &amp; VAPA Leadership</li> </ul> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>School Surveys <ul style="list-style-type: none"> <li>Engagement and Connectedness</li> </ul> </li> <li>CA Dashboard Data</li> <li>VAPA Student Participation &amp; Enrollment Data <ul style="list-style-type: none"> <li>Semester Course Enrollment Review</li> </ul> </li> </ul>	<p><b>Evaluation</b></p>

<p><b>Plan for this goal.</b></p>	<ul style="list-style-type: none"> <li>◦ Student Course Request Data</li> </ul> <p><b>When will data collection occur?</b></p> <ul style="list-style-type: none"> <li>• Ongoing &amp; Annual</li> </ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"> <li>• Site Leadership</li> <li>• Newsletters</li> <li>• Daily Bulletin</li> </ul>	
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#### Site Goal 1.4 (SiteGoalID: 7877) (DTS: 05/06/24)

Emphasis on Instructional Framework Component Formative Assessment. This goal aligns with Laguna Region Goal 2.3.1 (LCHS LCAP).

**Metric:** Other

#### Action 1.4.1 (SiteGoalID: 7877) (DTS: 05/06/24)

##### Targeted Student Group(s)

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Instructional Framework"</b> Laguna Region Collaboration on Instructional Framework Implementation.</p> <ul style="list-style-type: none"> <li>• Laguna Region has a common focus on formative assessment.</li> <li>• PLC Process implementation</li> </ul>	<p><b>Progress Monitoring</b></p> <p><b>Who will evaluate effectiveness?</b></p> <ul style="list-style-type: none"> <li>• Administration &amp; Instructional Leadership</li> </ul> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>• FONT Walkthroughs</li> <li>• School Surveys</li> </ul>	<p><b>Evaluation</b></p>

<ul style="list-style-type: none"> <li>• Staff PD on PLC Process and Assessment</li> <li>• Laguna Region IB Quarterly Meetings</li> </ul>	<ul style="list-style-type: none"> <li>◦ Student &amp; Staff</li> </ul> <p><b>When will data collection occur?</b></p> <ul style="list-style-type: none"> <li>• Ongoing &amp; Annual</li> </ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"> <li>• Site Leadership</li> <li>• Staff Newsletters</li> </ul>	
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Funding Sources for District Goal 1 (DEV - LCAP ID: 654)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	15793	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	1186	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	17553	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	16682	Classified- Timesheets
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	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: 7657) (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: 7657) (DTS: 12/13/23)****Targeted Student Group(s)**

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

<b>Action Plan</b> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<b>Action Plan</b>  <b>PLC Process</b> Department Collaborative Teams will use formative, interim (Illuminate) & summative assessment data in the PLC Process to adjust instruction and identify students for intervention.	<b>Progress Monitoring</b>  <b>Who will evaluate effectiveness?</b> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Department Chairs</li> </ul> <b>What data will be collected?</b> <ul style="list-style-type: none"> <li>• EGUSD Assessment Results and Participation</li> <li>• Formative &amp; Summative Assessment Results</li> </ul> <b>When will data collection occur?</b> <ul style="list-style-type: none"> <li>• Semester</li> </ul>	<b>Evaluation</b>

	<b>How will data be communicated?</b> <ul style="list-style-type: none"> <li>• Site Leadership</li> <li>• Newsletters</li> <li>• Daily Bulletin</li> </ul>	
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## Site Goal 2.2 (SiteGoalID: 7656) (DTS: 12/13/23)

Implement the PLC process with fidelity to support the WASC identified area of PLC Implementation.

- Increase the School-Wide Distance from Standard in ELA from 3 to 15 points.
  - Improve African American Distance from Met from -105 to -90.
  - Improve Hispanic Distance from Met from -32 to -20
  - Improve EL student Distance from Met from -126 to -115
- Improve the School-Wide Distance from Standard in Math from -74 to -60.
  - Improve African American Distance from Met from -177 to -150
  - Improve Hispanic Distance from Met from -116 to -100
  - Improve EL student Distance from Met from -180 to -160
- Increase the student Graduation Rate from 93.3% to 95%

**Metric:** Test Participation Rate on Districtwide Assessments

## Action 2.2.1 (SiteGoalID: 7656) (DTS: 12/13/23)

### Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> <li>• Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> <li>• How will you modify your plan if you are not making progress?</li> </ul>
<b>Action Plan</b>  <b>Data Analysis:</b> 1. Laguna Creek High School will use the Professional Learning	<b>Progress Monitoring</b>  <b>Who will evaluate effectiveness?</b> <ul style="list-style-type: none"> <li>• Instructional Leadership Coalition (ILC)</li> </ul>	<b>Evaluation</b>

<p>Community collaborative principles to support student learning. Four PLC questions will guide Collaborative Team discussion and actions.</p> <ul style="list-style-type: none"> <li>• Identify Learning Targets (What do we want students to know and be able to do?)</li> <li>• Common Assessments &amp; Success Criteria (How will we know if students understand?)</li> <li>• Intervention (What do we do if they did not learn?)</li> <li>• Extension (What do we do if they have mastered the learning)</li> </ul> <p>The action includes financial support for consultation fees, conferences and related costs, supplies, equipment, teacher substitutes, timesheets, tools, data, and collaboration technology subscriptions, and resources to conduct site meetings.</p>	<p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>• PLC Agendas focused on the four critical PLC questions <ul style="list-style-type: none"> <li>◦ Quarterly Review</li> </ul> </li> <li>• PLC Inventory (Organizational Health) <ul style="list-style-type: none"> <li>◦ Twice per Year</li> </ul> </li> <li>• Course Outline &amp; Assessment Review <ul style="list-style-type: none"> <li>◦ Annual Review</li> </ul> </li> </ul> <p><b>When will data collection occur?</b></p> <ul style="list-style-type: none"> <li>• Ongoing based on collaborative team assessment plan</li> <li>• Semester</li> <li>• 2x per year PLC Inventory</li> </ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"> <li>• Site Leadership</li> <li>• Newsletters</li> <li>• Daily Bulletin</li> </ul>	
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### Site Goal 2.3 (SiteGoalID: 7781) (DTS: 04/15/24)

Implementation of effective formative assessment will increase from 59% to 65% by the end of the year as measured by the Teaching and learning Program Implementation Continuum (PIC) \*Laguna Regional Goal

**Metric:** Test Participation Rate on Districtwide Assessments

### Action 2.3.1 (SiteGoalID: 7781) (DTS: 04/15/24)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> </ul>

	<ul style="list-style-type: none"> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <ol style="list-style-type: none"> <li>Instructional Leadership Coalition PD Series               <ol style="list-style-type: none"> <li>Staff Meetings</li> <li>Pre-Service</li> </ol> </li> <li>Regional IB Articulation Meetings</li> <li>Administrator FONT Feedback</li> </ol>	<p><b>Progress Monitoring</b></p> <p><b>Who will evaluate effectiveness?</b></p> <ul style="list-style-type: none"> <li>Instructional Leadership Coalition (ILC)</li> </ul> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>PLC Agendas focused on the four critical PLC questions               <ul style="list-style-type: none"> <li>Quarterly Review</li> </ul> </li> <li>PLC Inventory (Organizational Health)               <ul style="list-style-type: none"> <li>Twice per Year</li> </ul> </li> <li>Course Outline &amp; Assessment Review               <ul style="list-style-type: none"> <li>Annual Review</li> </ul> </li> </ul> <p><b>When will data collection occur?</b></p> <ul style="list-style-type: none"> <li>Ongoing based on collaborative team assessment plan</li> <li>2x per year PLC Inventory</li> </ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"> <li>Site Leadership Teams</li> </ul>	<p><b>Evaluation</b></p>

#### Funding Sources for District Goal 2 (DEV - LCAP ID: 654)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration	0	Contracts/Services/Subscriptions



(7201/0000)

Supplemental/Concentration  
(7201/0000)

0

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

### 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: 7651) (DTS: 12/13/23)

The site goal is to address the WASC-identified area of Student Connectedness. Increase the % of students that are connected to the school as measured by:

- Maintain a suspension rate of 5% or lower. Currently at 5%.
- Decrease the suspension rate of African American students from 12% to 10%
- Decrease the suspension rate of Students with Disabilities from 7% to 5%.
- Maintain an involvement rate of 80% or higher as measured by 5-Star Involvement indicators.

**Metric:** Suspension Rate: Percent of Students Suspended

### Action 3.1.1 (SiteGoalID: 7651) (DTS: 12/13/23)

## Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>Describe your step by step plan for intervention for at-risk students.</li></ul>	<ul style="list-style-type: none"><li>How will you measure implementation?</li><li>How will you measure student improvement using formative data?</li><li>Who will collect the data, how often, and who will it be shared with?</li></ul>	<ul style="list-style-type: none"><li>Are you making progress towards your desired outcome?</li><li>What is working or what is not working?</li><li>How will you modify your plan if you are not making progress?</li></ul>
<p><b>Action Plan</b></p> <p><b>PBIS Counselor:</b> Staffing for Counselor to support the PBIS Program (1.0 FTE), and to serve as the counselor for PBIS Tiers 1-3 teams. The PBIS Counselor will work with PBIS Coordinator to administer the site PBIS Program. The position will train and manage conflict managers and coordinate with site assigned Social Worker to deliver small group mental health and wellness support.</p> <p>PBIS Counselor will emphasize support for PTSG's to support coping and conflict mediation skills. The position will collaborate with PBIS and Advocacy Coordinator to develop SEL and PBIS advocacy lessons.</p> <ol style="list-style-type: none"><li>Identify students in PTSGs using staff referral and PBIS data.</li><li>Coordinate with PBIS Administrator and Coordinator to implement PBIS Program.</li><li>Collaborate with PBIS Coordinator and mental health providers to calibrate student support.</li><li>Communicate with staff on student concerns and applied interventions.</li><li>Organize and facilitate small group wellness support.</li><li>Counselor representative for PBIS Tier 1-3 meetings and</li></ol>	<p><b>Progress Monitoring</b></p> <p><b>Who will evaluate effectiveness?</b></p> <ul style="list-style-type: none"><li>PBIS VP and PBIS Counselor.</li></ul> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"><li>PBIS Meeting Agendas</li><li>Small Group Participation Logs</li><li>Referral Data</li><li>Individual Student Academic Performance</li><li>5-Star Participation Data</li></ul> <p><b>When will data collection occur?</b></p> <ul style="list-style-type: none"><li>Quarterly</li></ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"><li>Site Leadership</li><li>Newsletters</li><li>Daily Bulletin</li></ul>	<p><b>Evaluation</b></p>

<p>support.</p> <p>7. Participate in the PBIS TFI evaluation process.</p> <p>8. Targeted Outreach/Developing comprehensive student advising plans and student supports such as culturally responsive tutoring, and college-going counseling services related to increased advanced course completion that includes but is not limited to Home Visits, expanded Communications, Parent Meetings, and similar events.</p>		
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### Action 3.1.2 (SiteGoalID: 7651) (DTS: 12/13/23)

#### Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>1. School-Wide PBIS and SEL programs. The action includes funding for materials, resources, technology contracts, and signage. Action includes certificate/classified timesheets to support supervision and advisement of BSU, PBIS, and other extracurricular activities.</p> <p><b>Professional Learning:</b></p> <p>2. Action includes support for PBIS Professional Learning and Conferences such as the California Association of Directors of Activities (CADA), Counseling</p>	<p><b>Progress Monitoring</b></p> <p><b>Who will evaluate effectiveness?</b></p> <ul style="list-style-type: none"> <li>PBIS VP and PBIS Counselor.</li> </ul> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>PBIS Meeting Agendas</li> <li>Small Group Participation Logs</li> <li>Referral Data</li> <li>Individual Student Academic Performance</li> <li>5-Star Participation Data</li> </ul> <p><b>When will data collection occur?</b></p>	<p><b>Evaluation</b></p>

<p>SEL, and Link Crew Training/Conferences to enhance campus activities and student connectedness.</p> <p><b>Instructional Support Staffing</b>  3. 50% of Staffing for SOA II to provide <b><u>Indirect Instructional</u></b> support for the PBIS Program (4 hrs/ day 10 months), specifically coordinating with administration, PBIS Counselor, CSC (Cardinal Support Center), and PBIS team to support campus equity, implementing PBIS, Restorative Practices, and alternative suspension.</p> <ol style="list-style-type: none"> <li>1. Develop instructional resources and materials for PBIS Counselor and PBIS Coordinator.</li> <li>2. Compile and communicate discipline data with administration and PBIS Team.</li> <li>3. Communicate with staff on student concerns and applied interventions.</li> <li>4. Compile and communicate student activity eligibility to staff, students, and families.</li> <li>5. Coordinate with PBIS Coordinator and PBIS administrator to support PBIS Tier 1-3 meetings.</li> <li>6. Clerical support for PBIS TFI and Campus Climate evaluations.</li> </ol>	<ul style="list-style-type: none"> <li>• Quarterly</li> </ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"> <li>• Site Leadership</li> <li>• Newsletters</li> <li>• Daily Bulletin</li> </ul>	
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### Action 3.1.3 (SiteGoalID: 7651) (DTS: 12/13/23)

#### Targeted Student Group(s)

• Black or African American • Foster Youth • Hispanic or Latino • Low Income

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you measure implementation?</li> <li>• How will you measure student improvement using formative data?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you making progress towards your desired outcome?</li> <li>• What is working or what is not working?</li> </ul>

	<ul style="list-style-type: none"> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>Educational Experiences:</b> 1. Funding to support field trips and competition costs for transportation, substitutes, facilities, and related expenses</p>	<p><b>Progress Monitoring</b></p> <p><b>Who will evaluate effectiveness?</b></p> <ul style="list-style-type: none"> <li>Program Coordinators</li> </ul> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>Field Trip Participation <ul style="list-style-type: none"> <li>Attendance Reports</li> </ul> </li> <li>Extra-Curricular Participation Rates <ul style="list-style-type: none"> <li>Semester Roster Review</li> </ul> </li> <li>EGUSD SEL Survey <ul style="list-style-type: none"> <li>Annual Review</li> </ul> </li> <li>5-Star Participation Data</li> </ul> <p><b>When will data collection occur?</b></p> <ul style="list-style-type: none"> <li>Annual</li> </ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"> <li>Site Leadership</li> </ul>	<p><b>Evaluation</b></p>

Funding Sources for District Goal 3 (DEV - LCAP ID: 654)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	118103	Certificated- Salaries
Supplemental/Concentration (7201/0000)	1000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	41368	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	3000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	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

<b>District Strategic Goal 4:</b>  <b>All students will benefit from programs and services designed to inform and engage family and community partners.</b>	<b>District Needs and Metrics 4:</b>  <b>Students need parent, family and community stakeholders as direct partners in their education as measured by:</b> <ul style="list-style-type: none"> <li>• Attendance Rate</li> <li>• Parents indicating a respectful and welcoming school environment</li> <li>• Parents indicating opportunities for parent input in making decisions</li> <li>• Parents indicating opportunities for parent involvement</li> <li>• Percent Chronically Absent</li> </ul>
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**Site Goal 4.1 (SiteGoalID: 7652) (DTS: 12/13/23)**

Site goal to address the WASC identified area of Student Connectedness by enhancing the opportunity for parents to interact with school and staff.

- Maintain the "School Provides a Welcoming Environment" favorable response rate of at least 90% from all parents.
- Increase the Attendance percentage from 92% to 94%.
- Reduce the Chronic Absenteeism percentage from 18% to 15%.

**Metric:** Attendance Rate

**Action 4.1.1 (SiteGoalID: 7652) (DTS: 12/13/23)**

**Targeted Student Group(s)**

- All

<b>Action Plan</b> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p>1. Laguna Creek High School will provide opportunities to present and inform parents about school initiatives. In addition, LCHS will provide learning opportunities for families to support student learning.</p> <p>Specific Outreach Actions:</p> <ul style="list-style-type: none"> <li>Breakfast with Benson (Monthly)</li> <li>Weekly Newsletters</li> <li>IB Programme Meetings</li> <li>School Site Council</li> <li>Open House</li> <li>Parent Lunch Days</li> <li>Community Events</li> <li>VAPA Events</li> <li>Athletic Events</li> <li>CTE Opportunities</li> </ul>	<p><b>Progress Monitoring</b></p> <p><b>Who will evaluate effectiveness?</b></p> <ul style="list-style-type: none"> <li>Principal</li> </ul> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>Event Participation</li> <li>Post Event Surveys</li> <li>EGUSD Parent Survey</li> <li>LCHS Community Survey</li> </ul> <p><b>When will data collection occur?</b></p> <ul style="list-style-type: none"> <li>Ongoing</li> </ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"> <li>Site Leadership</li> <li>Newsletters</li> <li>Daily Bulletin</li> </ul>	<p><b>Evaluation</b></p>

#### Action 4.1.2 (SiteGoalID: 7652) (DTS: 12/13/23)

##### Targeted Student Group(s)

• All • Black or African American • Low Income

<b>Action Plan</b> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
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Action Plan	Progress Monitoring	Evaluation
1. LCHS will provide parent informational meetings regarding financing and applying for Post-Secondary Education. Pathways to Success Meetings - monthly meetings and materials to run the program (Sally Smith and CAAP program)	<p><b>Who will evaluate effectiveness?</b></p> <ul style="list-style-type: none"> <li>Principal</li> </ul> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>Program evaluation</li> <li>FAFSA Completion</li> <li>A-G Rate</li> </ul> <p><b>When will data collection occur?</b></p> <ul style="list-style-type: none"> <li>Annual</li> </ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"> <li>Site Leadership</li> <li>Newsletters</li> <li>Daily Bulletin</li> </ul>	

#### Action 4.1.3 (SiteGoalID: 7652) (DTS: 12/13/23)

##### Targeted Student Group(s)

• Black or African American • Foster Youth • Hispanic or Latino • Low Income

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<p><b>SOA II Staffing:</b></p> <p>1. 50% of Staffing for SOA II provides support for Attendance and Family Outreach. (4 hrs/ day 10 months) The position includes support for campus equity and parent involvement. The position provides <b><i>indirect instructional</i></b> intervention and support services to address attendance, academic achievement, and school</p>	<p><b>Who will evaluate effectiveness?</b></p> <ul style="list-style-type: none"> <li>Principal</li> </ul> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>Student Punctuality &amp; Attendance Data</li> <li>Chronic Absenteeism Data</li> <li>SARB Data</li> </ul>	



<p>involvement.</p> <p>Actions of this position <b><i>indirectly</i></b> support instruction by reducing student chronic absenteeism and enhancing parent-school connectedness. The position aims to target chronically absent <b>PTSGs and AA students</b> to facilitate parent contact and involvement to improve school attendance.</p> <ol style="list-style-type: none"> <li>1. Develop instructional and parent involvement materials.</li> <li>2. Coordinate with EL Coordinator and FACE to support chronically absent EL students.</li> <li>3. Coordinate with Regional Attendance Staff to support PTSGs.</li> <li>4. Communicate with families regarding punctuality, attendance, and school involvement.</li> <li>5. Coordinate with administration &amp; counseling to identify PTSG's with Chronic Absenteeism and punctuality issues.</li> <li>6. Collaborate with PBIS Coordinator to support community and student recognition events.</li> <li>7. Maintain attendance and punctuality data and reports.</li> </ol>	<ul style="list-style-type: none"> <li>• Student Academic Performance</li> <li>• EGUSD Parent Survey</li> <li>• Student Academic Performance Data</li> </ul> <p><b>When will data collection occur?</b></p> <ul style="list-style-type: none"> <li>• Semester</li> </ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"> <li>• Site Leadership</li> <li>• Newsletters</li> <li>• Daily Bulletin</li> </ul>	
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#### Site Goal 4.2 (SiteGoalID: 7658) (DTS: 12/13/23)

Site goal to address the WASC identified area of Student Connectedness by enhancing the opportunity for parents to interact with the school and staff.

- Increase the Attendance percentage from 92% to 95%.
- Reduce the Chronic Absenteeism percent from 26% to 20%.

**Metric:** Attendance Rate

## Action 4.2.1 (SiteGoalID: 7658) (DTS: 12/13/23)

### Targeted Student Group(s)

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

<b>Action Plan</b> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention for at-risk students.</li> </ul>	<b>Progress Monitoring</b> <ul style="list-style-type: none"> <li>How will you measure implementation?</li> <li>How will you measure student improvement using formative data?</li> <li>Who will collect the data, how often, and who will it be shared with?</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>Are you making progress towards your desired outcome?</li> <li>What is working or what is not working?</li> <li>How will you modify your plan if you are not making progress?</li> </ul>
<p><b>Action Plan</b></p> <p><b>SOA II Staffing:</b> 1. 50% of Staffing for SOA II provides support for Attendance and Family Outreach. (4 hrs/ day 10 months) The position includes support for campus equity and parent involvement. The position provides <b><i>indirect instructional</i></b> intervention and support services to address attendance, academic achievement, and school involvement. Actions of this position <b><i>indirectly</i></b> support instruction by reducing student chronic absenteeism and enhance parent-school connectedness. The position aims to target chronically absent <b>PTSGs and AA students</b> to facilitate parent contact and involvement to improve school attendance.</p> <ol style="list-style-type: none"> <li>1. Coordinate with Regional Attendance Staff to support PTSGs.</li> <li>2. Communicate with families regarding punctuality, attendance, and school involvement.</li> <li>3. Coordinate with administration &amp; counseling to identify PTSG's with</li> </ol>	<p><b>Progress Monitoring</b></p> <p><b>Who will evaluate effectiveness?</b></p> <ul style="list-style-type: none"> <li>Principal</li> </ul> <p><b>What data will be collected?</b></p> <ul style="list-style-type: none"> <li>Student Punctuality &amp; Attendance Data</li> <li>Chronic Absenteeism Data</li> <li>SARB Data</li> <li>Student Academic Performance</li> <li>EGUSD Parent Survey</li> <li>Student Academic Performance Data</li> </ul> <p><b>When will data collection occur?</b></p> <ul style="list-style-type: none"> <li>Semester</li> </ul> <p><b>How will data be communicated?</b></p> <ul style="list-style-type: none"> <li>Site Leadership</li> <li>Newsletters</li> <li>Daily Bulletin</li> </ul>	<p><b>Evaluation</b></p>

<p>Chronic Absenteeism and punctuality issues.</p> <p>4. Collaborate with PBIS Coordinator to support community and student recognition events.</p> <p>5. Maintain attendance and punctuality data and reports.</p>		
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Funding Sources for District Goal 4 (DEV - LCAP ID: 654)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	41368	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	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	\$15793	\$0	\$118103	\$0	\$133896
Certificated- Timesheets	\$0	\$0	\$1000	\$0	\$1000
Classified- Salaries	\$0	\$0	\$41368	\$41368	\$82736
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$5000	\$0	\$3000	\$5000	\$13000
Materials/Supplies/Equipment	\$1186	\$0	\$0	\$0	\$1186

### EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$17553	\$0	\$0	\$0	\$17553
Certificated- Timesheets	\$0	\$0	\$0	\$0	\$0
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$16682	\$0	\$0	\$0	\$16682
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0

### Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

n/a

## V. Funding

### Laguna Creek High School (473) | 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	
<b>4900</b> School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$0	\$0	\$0	\$0	\$0	\$0
<b>7201</b> LCFF Supplemental Concentration 7-12 <b>0000</b> Unrestricted	\$231,818	\$21,979	\$0	\$163,471	\$46,368	\$0
<b>7250</b> English Learners Supplemental Program Services 7-12 <b>0000</b> Unrestricted	\$34,235	\$34,235	\$0	\$0	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	\$266,053	\$56,214	\$0	\$163,471	\$46,368	

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
		Title I Centralized Services	\$0	Title I Preschool	\$0
Subtotal of state or local funds included for this school	\$266,053				

		Signatures: (Must sign in blue ink)	Date
Principal	Mark Benson	_____	_____
School Site Council Chairperson	Mark Benson	_____	_____
EL Advisory Chairperson	Samih Shehadeh	_____	_____