



Rio Cazadero High School

Local Control Accountability Plan (LCAP) 2024-2025

Principal: Doug Wendle

County-District-School (CDS) Code: 34673143430329

**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

Rio Cazadero High School | Focused Work: 2024-2025

Goal Setting (Icapid: 662)

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?

- School Site Council - 9/27/23, 12/7/23, 2/21/24, 4/24/24, 5/15/24
- ELAC - 9/13/23, 12/5/23, 4/4/24
- Raptor Team Meetings - 8/21/23, 9/18/23, 10/16/23, 11/6/23, 12/4/23, 1/29/24, 2/26/24
- Title 1 Parent Night - 9/13/23

- Open House - 4/4/24
- Back To School Night - 9/13/24

LCAP Metrics, California School Dashboard and various data sources available through the REDDIY app in the EGUSD Portal were reviewed with stakeholder in developing the plan, including site data specific related to:

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

The review of the data with staff occurred regularly at site meeting, including those listed above.

The review of data with SSC occurred at each meeting, with particular focus for the development of the plan in February and evaluation of previous plan with implications for development of new plan occurring in April. Since Rio Cazadero High School underwent a WASC Self Study, the review and evaluation of the plan was thorough and presents multiple opportunities for stakeholders to shape the development of the new plan.

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

2. Impact of LCAP and Annual Update

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

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

1. Provide extended learning opportunities for all students, particularly those at risk of not graduating on time.
2. Provide professional development opportunities for certificated and classified personnel to support student academic and personal needs.
3. Increase parental and community involvement.
4. Increase opportunities for academic support to enable all student to engage in rigorous instruction to prepare them for college and career options.
5. Develop a strong college/career focus and support. Provide opportunities for students to adjust plans and connect academic training to personal goals.
6. Expand experiential learning experiences, including project based instruction, field trips, speakers and performances.
7. Create opportunities in the classroom and beyond to make learning relevant and engaging.
8. Provide academic and non-academic support for students, to help them be successful.
9. Emphasize the importance of attendance and provide support and follow-up to ensure that students are able to be at school.

The ongoing inclusion of our stakeholders allowed them to provide meaningful input that we were able to integrate into the plan. This process also allowed the school to gather feedback from stakeholder groups who had not previously participated in the school plan development process. The school developed a coordinated plan consolidating WASC, Title 1 and LCAP to address the needs of all student learners.

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.

Our school was identified as Comprehensive Support and Improvement because our graduation rate needs additional focused support to meet growth goals. As a result of our needs assessment, additional resources to support the following goals and actions have been added to support the increased success of graduation rate:

- 1.1.1 Provide extended learning opportunities
- 1.1.2 Purchase technology to support instruction and provide professional development to increase staff skill in using technology
- 1.1.4 Provide professional development for teachers to develop curriculum and refine instructional strategies
- 1.1.5 Expand implementation of PLCs
- 1.2.1 Increase enrollment in CTE courses and other options to boost connections to college and careers
- 1.2.2 Provide compensation to CTE instructor to provide outreach to connect students to college and career options.
- 1.3.1 Provide professional development for instructional strategies that are particularly effective with English Learners
- 2.1.1 Develop and utilize formative, interim, and summative assessments in order to improve student academic performance
- 2.1.3 Work with Instructional Coaches and other resources to provide professional development regarding assessment strategies as well as effective instructional practices based on student assessment data and current research
- 3.1.1 Work with site, district, and community resources to increase attendance
- 3.1.2 Ensure access to transportation for students
- 3.2.1 Implement positive behavior practices to support all students
- 3.2.3 Provide professional development for staff to support all students
- 4.1.1 Provide increased opportunities for parent and community members to support increased student success
- 4.1.2 Update school-home communications to keep parents informed about student progress
- 4.1.3 Work with site, district, and community resources to increase attendance

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: 7730) (DTS: 12/13/23)

- Increase percentage of students who meet or exceed performance goals in English Language Arts from 12% to 20%.
- Increase percentage of students who meet or exceed performance goals in Math from 2% to 20%.
- Increase percentage of students who meet all graduation requirements from 44.3% to 80%.

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

Action 1.1.1 (SiteGoalID: 7730) (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>Provide learning options including out of school time, extended day learning opportunities, and credit recovery programs for students not meeting proficiency standard or who are behind in ELA, Math, Social Science, Science and other graduation requirements. Actions to provide learning opportunities in needed subjects include, but are not limited to: Summer School, additional</p>	<ul style="list-style-type: none"> • Graduation numbers and rate • Grade distribution (Reduce number of D/Fs in courses) • Leadership Team student D/F Protocol • Credit accumulation (Increase per student) • CAASPP • District and site assessments • Admin Team observation data (Utilize FONT) 	

sections, school day and after school academic support, field trips, weekend instructional programs and Edgenuity or similar credit recovery program. Includes paying teachers and other staff for time beyond contracted hours. We will purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for this goal.	<ul style="list-style-type: none"> • Teacher utilization data • Pre/post survey • Quarterly student credit review 	
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Action 1.1.2 (SiteGoalID: 7730) (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?
<p>Action Plan</p> <p>Purchase technology based equipment, supplies, software, programs and subscriptions to support instruction for students. Provide professional development for staff to increase skill in developing and implementing instruction using technology to increase success with the target group. Purchase subscription and/or instructional strategies as part of a research supported program to help improve writing, which is a persistent area of growth for the students in the school. Additional training in the use of Google in the Classroom. Upgrade technology and equipment for teachers and classrooms to in-person, distance and concurrent learning. Upgrade technology and</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Graduation numbers and rate • Grade distribution (Reduce number of D/Fs in courses) • Leadership Team student D/F Protocol • Credit accumulation (Increase per student) • CAASPP • District and site assessments • Admin Team observation data (Utilize FONT) • Teacher utilization data • Pre/post survey • Quarterly student credit review 	<p>Evaluation</p>

equipment for administration and support to support student intervention and teacher professional development for concurrent, distance and in-person learning. All instructional materials must be standards aligned and conform to district expectations. We will purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for this goal.

Action 1.1.3 (SiteGoalID: 7730) (DTS: 12/13/23)

Targeted Student Group(s)

- All

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?
Action Plan Purchase supplementary instructional materials, science lab supplies, virtual lab programs, services, books, presentations, equipment and supplies to support instruction. Provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources. Particular emphasis on items and services to support students who are behind in credit and/or need additional support to achieve proficiency and develop skills. Specific supplementary materials will be identified in collaboration with the Instructional Coaches based on history of success with students with similar needs and profile. All instructional materials must be standards	Progress Monitoring <ul style="list-style-type: none"> • Classroom observations • Products produced • Graduation numbers and rate • Grade distribution (Reduce number of D/Fs in courses) • Leadership Team student D/F Protocol • Credit accumulation (Increase per student) • CAASPP • District and site assessments • Utilize Illumination data to gauge effectiveness of instruction utilizing the materials and services • Monthly review by Leadership Team of observational data using FONT • Walk-through observations with Instructional Coaches and peer teams using FONT 	Evaluation

<p>aligned and conform to district expectations. In accordance with BP 6161.1 no more than 15 copies (including digital) may be purchased without Board adoption. Science lab equipment and virtual lab programs will be identified in support of NGSS coursework. We will purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for this goal.</p> <p>Specific actions for the VAPA portion include purchasing consumable materials and supplies for VAPA instruction including:</p> <ul style="list-style-type: none"> • Consumable Art Supplies including paper, canvas, brushes, paint, clay • Equipment needs 		
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Action 1.1.4 (SiteGoalID: 7730) (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>Provide opportunities for professional development, including but not limited to conferences, workshops, release time during the school year, hourly pay during the summer, or salary credit beyond work hours for teachers to learn about and develop curriculum and refine</p>	<ul style="list-style-type: none"> • Produced instructional materials • Illuminate data evaluating instructional strategies • Graduation numbers and rate • Grade distribution (Reduce number of D/Fs in courses) 	

instructional strategies to meet the needs of students. Particular emphasis on opportunities which enhance implementation of the High Quality Instructional Framework. Purchase books and support materials for professional development, including those addressing equity and equitable practices. Collaborate with Instructional Coaches and teachers for program review and refinement and to implement instructional strategies and develop programs to support student learning. Implement and refine PLCs and practices to support the continuous improvement cycle. Provide professional development for instructional strategies that have proven success with students in alternative settings. Professional learning should address the social-emotional and/or learning needs of students. Training may include, but not be limited to, culturally responsive instruction, AVID strategies, the use of technology to differentiate instructions, and experiential education. Additional focus areas: core subject area standards implementation and curricular rigor; integrated and interactive instruction; content links to CTE. Training may also include the development of integrated thematic units and connections to CTE, including College and Career Readiness. We will purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for this goal.

- Leadership Team student D/F Protocol
- Credit accumulation (Increase per student)
- CAASPP
- District and site assessments
- Monthly review by Leadership Team of observational data using FONT
- Walk-through observations with Instructional Coaches and peer teams
- Agendas, rosters and surveys from Professional Development sessions
- Student results: grades, credits earned, progress toward academic goals
- Utilize Illumination data to gauge effectiveness of instruction utilizing the strategies
- Review of interim and summative assessment data with Instructional Coaches and site teams

Action 1.1.5 (SiteGoalID: 7730) (DTS: 12/13/23)

Targeted Student Group(s)

- All

<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>Gather input from teachers at regular intervals regarding students who are not passing classes. Leadership team will meet with individual students on the list to gather feedback about what is working and how to best support them.</p> <p>Expand implementation of PLCs to support increased student achievement. Provide ongoing professional development and release time for teachers to meet with Instructional Coaches and participate in PLC activities. Purchase books and support materials for PLC professional development. We will purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for this goal.</p> <p>Work with Instructional Coaches and teachers to use time to provide PD and accomplish the following;</p> <ul style="list-style-type: none"> Implementation of High Quality Instructional Framework Identification of essential standards Unpack each of their essential standards and write learning targets Develop success criteria connected the learning targets Use assessment results to intervene or extend as necessary Relate information to students 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Roster/feedback from PLC group meetings PLC Observations Classroom observations using FONT Utilize Illuminate data to gauge effectiveness of instruction Monthly review by Leadership Team of observational data using FONT Walk-through observations with Instructional Coaches and peer teams using FHQI focus observational tool 	<p>Evaluation</p>

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Action 1.1.6 (SiteGoalID: 7730) (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?
<p>Action Plan</p> <p>Provide release time or compensation beyond work hours for teachers, counselors and other staff to work in and across content areas in order to develop curriculum and instruction tailored to meet the unique learning needs of students. Personalized instructional programs will be developed and adjusted to meet the needs of the student learners. The curriculum and instruction will be developed for success in an alternative education setting including regular in person instruction, distance learning and transitional models.. Collaborate with Instructional Coaches. We will purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for this goal.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Agendas and rosters from Professional Development sessions • Work product from developed curriculum • Classroom observations • Quarterly review of student results: grades, credits earned, progress toward academic goals • Utilize Illumination data to gauge effectiveness of instruction utilizing the strategies • Leadership Team observational data monthly review • Walk-through observations with Instructional Coaches and peer teams • Subject review of interim assessment data with Instructional Coaches and site teams 	<p>Evaluation</p>

Action 1.1.7 (SiteGoalID: 7730) (DTS: 12/13/23)

Targeted Student Group(s)

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?
Action Plan Provide presentations and field trips to support instruction through enrichment and expanded student experiences. The focus of the field trips will be to enhance classroom instruction, increase College and Career Readiness, foster Social and Emotional Learning, and/or strengthen life skills. We will purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for this goal.	Progress Monitoring <ul style="list-style-type: none"> Field trip and presentations rosters Student and teacher feedback Classwork prior to and following experiences Post-trip survey of participants 	Evaluation

Site Goal 1.2 (SiteGoalID: 7734) (DTS: 12/13/23)

- Increase percentage of students who meet graduation all graduation requirements from 67.9% to 80%.
- Provide opportunities for students to connect learning to college and career options to increase the relevance of learning and promote completion of graduation requirements.
- Increase number of student participants in CTE programs from 150 to 175. Increase percent completing CTE and earning high school diploma from 33.3% to 50%. Increase CTE Sequence Completion from 9% to 15%.

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

Action 1.2.1 (SiteGoalID: 7734) (DTS: 12/13/23)

Targeted Student Group(s)

- All

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?
Action Plan <p>Promote enrollment in CTE courses and other options to boost connections to college and career. Provide professional development and support for teachers to enhance connections to relevant college and career skills.</p> <p>Provide compensation through timesheet for CTE teacher to do outreach work with students to connect them with career and college options. Meet with individuals and groups of students to help them develop college and career plans and identify training options. Also provide students with foundational career skills to help them be successful in educational and career settings.</p> <p>Funds will be allocated to support students enrolled in the Career Technical Education programs through high quality CTE pathways. The funds will be used to provide the following: consumable supplies, instructional materials, instructional equipment and software, field trips related to the career theme or post-secondary preparation, professional development related to instructional methodology and staying current with industry trends. We will purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for</p>	Progress Monitoring <ul style="list-style-type: none">• CTE enrollment• CTE Completion• CTE Completion• Student surveys• Graduation numbers and rate• Classroom observation• Lesson design• Professional Development agendas and rosters• CTE• College/career portfolios• Leadership Team observational data using FONT• Leadership Team quarterly review• Site College/Career Team quarterly review of student progress, including products	Evaluation

<p>this goal.</p> <p>Pathways supported will be:</p> <ul style="list-style-type: none"> • Digital Media (Video Production) • Additional CTE Course TBD <p>Specific items for funding: \$4500 for Computer and Video/Photo equipment and supplies</p>		
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Site Goal 1.3 (SiteGoalID: 7735) (DTS: 12/13/23)

- Increase percentage of students who meet or exceed performance goals in English Language Arts from 13% to 20%.
- Increase percentage of students who meet or exceed performance goals in Math from 13% to 20%.
- Increase the skill level for all students in all academic subjects.
- Increase percentage of students who meet all graduation requirements from 67.9% to 80%.

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

Action 1.3.1 (SiteGoalID: 7735) (DTS: 12/13/23)

Targeted Student Group(s)

- EL • R-FEP

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>In order to support the site redesignation goal and to support</p>	<ul style="list-style-type: none"> • ELPAC 	

<p>overall increased academic achievement and a higher graduation rate for EL student, provide professional development for teachers to identify and implement research based instructional strategies that are particularly effective with English Learners, including the development of Academic Language. Provide release time for teachers to collaborate and work with instructional coaches and to participate in relevant training. We will purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for this goal.</p>	<ul style="list-style-type: none"> • CAASPP • EL strategy surveys • EL Walkthrough observations • Re-designation numbers and rate • Graduation rate and numbers for EL students • Review of PICSee data by site Leadership Team 	
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Action 1.3.2 (SiteGoalID: 7735) (DTS: 12/13/23)

Targeted Student Group(s)

- EL • R-FEP

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>In order to appropriately identify the needs of EL students and to comply with guideline, timesheet certificated and/or classified personnel to coordinate EL services and communicate with parents of English Learners. Arrange for translation services as needed. Certificated staff will administer state and local assessments as needed, including ELPAC. Provide Light refreshments for ELAC meetings. We will purchase allowable, reasonable and</p>	<ul style="list-style-type: none"> • ELPAC • Timesheets • EL strategy surveys • Re-designation numbers and rate • EL Walkthrough observations • Review of PICSee data by site Leadership Team 	

necessary materials and supplies to complete the Action Plan for this goal.

Site Goal 1.4 (SiteGoalID: 7885) (DTS: 05/08/24)

Instructional Framework Goal:

- Increase implementation frequency (from 65% to 80%) and level (from 3 to 3.5) of implementation for instructional strategies utilizing Student Talk
- Increase implementation frequency (from 70% to 80%) and level (from 2.5 to 3.5) of implementation for instructional strategies utilizing Active Participation

Metric: Other

Action 1.4.1 (SiteGoalID: 7885) (DTS: 05/08/24)

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 Provide opportunities for professional development, including but not limited to conferences, workshops, release time during the school year, hourly pay during the summer, or salary credit beyond work hours for teachers to learn about and develop and refine instructional strategies to increase level and frequency of Active Participation and Student Talk. Collaborate with Instructional Coaches to assist teacher in the	Progress Monitoring <ul style="list-style-type: none">• Produced lesson plans• Survey results• Classroom observations• FONT Observations• Monthly review by Leadership Team of observational data using FONT• Walk-through observations with Instructional Coaches and peer teams• Agendas, rosters and surveys from Professional Development sessions	Evaluation

<p>development of those instructional strategies, including the use of AVID. Provide professional development for instructional strategies in those categories which have proven success with students in alternative settings. Training may include, but not be limited to, culturally responsive instruction, AVID strategies, the use of technology to differentiate instructions, and experiential education. We will purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for this goal.</p>	<ul style="list-style-type: none"> Review of interim and summative assessment data with Instructional Coaches and site teams 	
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Funding Sources for District Goal 1 (DEV - LCAP ID: 662)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	20689	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	13000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	11350	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	24000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	9000	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions

Supplemental/Concentration (7201/0000)	24967	Materials/Supplies/Equipment
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EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	1950	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 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: 7738) (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: 7738) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan

- Describe your step by step plan for intervention for at-risk students.

Progress Monitoring

- How will you measure implementation?
- How will you measure student improvement using formative data?

Evaluation

- Are you making progress towards your desired outcome?
- What is working or what is not working?

	<ul style="list-style-type: none"> Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Administration and Instructional Coaches for English and Math will meet regularly with teachers to schedule interims in Illuminate to ensure they are completed. Site administration will monitor and support student attendance and participation and make necessary adjustments to ensure reaching goal. We will purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for this goal.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Illuminate data including participation CAASPP and CAST data including participation 	<p>Evaluation</p>

Site Goal 2.2 (SiteGoalID: 7731) (DTS: 12/13/23)

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

- Increase percentage of students who meet or exceed performance goals in English Language Arts from 13% to 20%.
- Increase percentage of students who meet or exceed performance goals in Math from 13% to 20%.
- Increase the skill level for all students in all academic subjects.
- Increase percentage of students who meet all graduation requirements from 31.4% to 70%.

Metric:

Action 2.2.1 (SiteGoalID: 7731) (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 	<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?
<p>Action Plan</p> <p>Utilize Illuminate to develop and utilize formative, interim and summative assessments tied to CCSS in order to improve student academic performance of students through ongoing program evaluation. Expand implementation of PLCs to facilitate this work. Provide ongoing professional development and release time for teachers to meet with Instructional Coaches and participate in PLC activities. Using the PLC process of collective inquiry teachers will focus on the following:</p> <ul style="list-style-type: none"> • Teach data cycle of inquiry • What do we want students to learn? • How will we know when each student has learned it? • How will we respond when a student experiences difficulty learning? • How will we respond when learning has already occurred? <p>Purchase books and support materials for PLC professional development. We will purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for this goal.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Assessment tools and results • PLC Observations • Classroom observations using FHQI focus tool • CAASPP • Disaggregated student results: grades, credits earned, progress toward academic goals • Quarterly review of student results: grades, credits earned, progress toward academic goals • Utilize Illumination data to gauge effectiveness of instruction utilizing the strategies • Leadership Team observational data monthly review • Walk-through observations with Instructional Coaches and peer teams • Subject review of interim assessment data with Instructional Coaches and site teams 	<p>Evaluation</p>

Action 2.2.2 (SiteGoalID: 7731) (DTS: 12/13/23)

Targeted Student Group(s)

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

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?
<p>Action Plan</p> <p>Provide professional development opportunities, including conferences, workshops, seminars and site-based sessions, for teachers to develop, implement and use data to enhance Culturally Responsive teaching strategies. Develop additional strategies to promote student equity and success. Examine the data and further refine the work of the teachers to address the needs of the students. We will purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for this goal.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Assessment tools and results PLC Observations Classroom observations Disaggregated student results: grades, credits earned, progress toward academic goals Quarterly review of student results: grades, credits earned, progress toward academic goals Utilize Illumination data to gauge effectiveness of instruction utilizing the strategies Leadership Team observational data monthly review Walk-through observations with equity lense 	<p>Evaluation</p>

Action 2.2.3 (SiteGoalID: 7731) (DTS: 12/13/23)

Targeted Student Group(s)

- All

<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?
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Action Plan	Progress Monitoring	Evaluation
<p>Work with Instructional Coaches and other resources to provide professional development about assessment strategies as well as promising instructional strategies based on student assessment data and current research. Acquire curriculum and instructional materials to support this work. Provide release time for teachers to work in and across content areas and to collaborate with Instructional Coaches and teachers to enhance effectiveness working with all students and particularly those who may be lacking in skills and content knowledge necessary for success. We will purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for this goal.</p>	<ul style="list-style-type: none"> • Assessment tools and results • PLC Observations • Classroom observations • Disaggregated student results: grades, credits earned, progress toward academic goals • CAASPP • Quarterly review of student results: grades, credits earned, progress toward academic goals • Utilize Illumination data to gauge effectiveness of instruction utilizing the strategies • Leadership Team observational data monthly review • Walk-through observations with Instructional Coaches and peer teams • Subject review of interim assessment data with Instructional Coaches and site teams 	

Funding Sources for District Goal 2 (DEV - LCAP ID: 662)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment

Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Certificated- Salaries
Supplemental/Concentration (7201/0000)	<input type="text" value="1000"/>	Certificated- Timesheets
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="0"/>	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	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 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: 7732) (DTS: 12/13/23)

- Increase attendance from 69.8% to 85% for all students with an emphasis on students at risk of not graduating on time.
- Reduce chronic absenteeism from 83.1% to 65%.
- Increase percentage of students who meet graduation all graduation requirements from 44.3% to 80%.
- Reduce dropout rate from 25.5% to 15

Metric: Cohort Graduation Rate**Action 3.1.1 (SiteGoalID: 7732) (DTS: 12/13/23)****Targeted Student Group(s)**

- All

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?
Action Plan <p>Gather input from teachers at regular intervals regarding students who are not passing classes. Leadership team will meet with individual students on the list to gather feedback about what is working and how to best support them.</p> <p>Work with site, district and community resources to increase attendance and to reduce chronic absenteeism. Monitor and follow up with students and parents. Implement PBIS and other pro-active programs to promote the importance of student attendance and to reduce chronic absenteeism. We will purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for this goal.</p>	Progress Monitoring <ul style="list-style-type: none">• Attendance data with specific focus on disproportionality• Chronic absenteeism rates• Student, staff and parent surveys• CHKS data• Graduation rate with specific focus on disproportionality• Monthly review by site Leadership Team• Monthly review by site Tier II Team	Evaluation

Action 3.1.2 (SiteGoalID: 7732) (DTS: 12/13/23)**Targeted Student Group(s)**

- All

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?
Action Plan Work with families and community resources including E-Tran and Regional Transit to provide access to transportation for students. We will purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for this goal.	Progress Monitoring <ul style="list-style-type: none"> Attendance data Chronic absenteeism rates Student, staff and parent surveys CHKS data RT/E-Tran ticket and pass usage 	Evaluation

Action 3.1.3 (SiteGoalID: 7732) (DTS: 12/13/23)

Targeted Student Group(s)

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?
Action Plan Utilize site, district and community resources to contact parents of the students as well as the students themselves in order to provide additional support to foster increased attendance. Provide access and training for parents to monitor and support their child's attendance, including the use of ParentVue. We will	Progress Monitoring <ul style="list-style-type: none"> Attendance data Chronic absenteeism rates Student, staff and parent surveys CHKS data ParentVue usage data Monthly review by site Leadership Team 	Evaluation

purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for this goal.	<ul style="list-style-type: none"> Monthly review by site Tier II Team 	
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Action 3.1.4 (SiteGoalID: 7732) (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?
<p>Action Plan</p> <p>Provide intramural afterschool sports and other extracurricular opportunities for students to support connection to the school and provide motivation. Registration, timesheet hour for certificated and classified employees. Purchase materials/equipment/uniforms and supplies for programs. We will purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for this goal.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> School Climate Student Engagement Attendance Suspension Data with specific focus on disproportionality Participation 	<p>Evaluation</p>

Site Goal 3.2 (SiteGoalID: 7736) (DTS: 12/13/23)

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

- Reduce Suspension rate from 11% to 4%
- Reduce disproportionality in discipline by reducing the suspension rate for African American students from 13.5% to 4%
- Increase attendance from 69.8% to 85% for all students with an emphasis on students at risk of not graduating on time.
- Reduce chronic absenteeism from 83.1% to 65%.

- Increase percentage of students who meet graduation all graduation requirements from 44.3% to 80%.
- Reduce dropout rate from 25.5% to 15

Metric: Cohort Graduation Rate

Action 3.2.1 (SiteGoalID: 7736) (DTS: 12/13/23)

Targeted Student Group(s)

- All

<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>Implement positive behavior practices, including PBIS and Restorative Practices. Utilize Character Strong and related instruction to teach students how to build their capacity personally and as members of the community. Provide professional development for staff to support all students. Work with site, district, and community resources to support students. Areas of support include physical and mental health, social-emotional support, and lack of access to resources. We will purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for this goal. Actions include:</p> <ul style="list-style-type: none"> • materials for the PBIS program: <ul style="list-style-type: none"> ◦ banners, signage and PBIS instructional supplies ◦ funding to support PBIS Rewards Program 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Student, staff and parent surveys • CHKS data • PBIS data • PBIS Assessments • Self-Assessment Survey (SAS) • Tiered Fidelity Inventory (TFI) • Disaggregated behavior/discipline data with specific focus on disproportionality • Referrals to other resources • Monthly review by site Leadership Team • Monthly review by site Tier II Team • Implementation of Tier III 	<p>Evaluation</p>

including student instructional materials <ul style="list-style-type: none"> ◦ enrichment opportunities and related costs. ◦ funding to support purchase and installation of positive messaging and public displays. 		
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Action 3.2.2 (SiteGoalID: 7736) (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 Provide staff development opportunities, including site and district sessions, books and conferences with a focus on culturally relevant strategies that promote success for all students. May include PBIS and restorative practices. Identify and implement strategies that reduce exclusionary actions in order to increase productive instructional time for all students. We will purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for this goal.	Progress Monitoring <ul style="list-style-type: none"> • Student, staff and parent surveys • CHKS data • PBIS data • Disaggregated behavior/discipline data including suspension rates, expulsion rates and other disciplinary actions with specific focus on disproportionality • Referrals to other resources • Agendas and rosters from Professional Development sessions • Classroom observations • Student results: grades (reduction of D/Fs), credits earned (increase per student), progress toward academic goals • Tiered Fidelity Inventory (TFI) 	Evaluation

	<ul style="list-style-type: none"> • Monthly review by site Leadership Team • Monthly review by site Tier II Team • Implementation of Tier III 	
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Action 3.2.3 (SiteGoalID: 7736) (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?
<p>Action Plan</p> <ol style="list-style-type: none"> 1. Develop a Student Equity Council to inform and advise site leaders, staff and School Site Council. 2. Participate in regional equity meetings (MTREC) and establish site based African-American/Black Parent advisory council meetings to analyze outcomes, seek feedback and input to create action plans for improved student outcomes. Utilize community partners, including Innovation Bridge, so support the work of the site and the region to identify and address the needs of the students and the community. 3. Act on recommendations from MTREC, Innovation Bridge, IYT and other district and community partners to support enhanced outcomes for students and the community. 4. Work with IYT and other organizations to support academic and personal success for youth of color and other 	<p>Progress Monitoring</p> <ol style="list-style-type: none"> 1. Administrative observation and meeting agendas 2. Analyze outcomes for student focus groups (grad rate, discipline data, gpa, d/f ratios, survey data) with specific focus on disproportionality 	<p>Evaluation</p>

underrepresented youth.		
We will purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for this goal.		

Action 3.2.4 (SiteGoalID: 7736) (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?
<p>Action Plan</p> <ol style="list-style-type: none"> 1. Provide motivation speaker for students to help increase motivation, participation and engagement. 2. Professional Development provided for culture and climate in the distance learning environment to continue increasing motivation, participation and engagement (Boomerang for instance). 3. Purchase school promotional materials including banners, signs, shirts, school supplies and other items to increase student engagement and community building and support positive learning atmosphere. <p>We will purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for this goal.</p>	<p>Progress Monitoring</p> <ol style="list-style-type: none"> 1. Student feedback survey or discussion following the speaker presentation. 2. Attendance rates and increased participation in events. Survey data and advocacy engagement. 	<p>Evaluation</p>

Funding Sources for District Goal 3 (DEV - LCAP ID: 662)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	5000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	113	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	11000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	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

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: 7733) (DTS: 12/13/23)

Increase involvement with parents and community members in order to increase student success, particularly as measured by the following:

- Increase percentage of students who meet or exceed performance goals in English Language Arts from 12% to 20%.
- Increase percentage of students who meet or exceed performance goals in Math from 1% to 20%.
- Increase attendance from 69.8% to 85% for all students with an emphasis on students at risk of not graduating on time.
- Reduce chronic absenteeism from 83.1% to 65%.
- Increase percentage of students who meet graduation all graduation requirements from 44.3% to 80%.
- Reduce dropout rate from 25.5% to 15

Metric: Attendance Rate**Action 4.1.1 (SiteGoalID: 7733) (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

Provide increased opportunities for parent and community member to become informed and involved in the school and to support increased student success. Sponsor Parent Information nights on topics of interest.

1. Work with site, district and community resources to support parents and families. Hold and promote site meetings and support district meetings for DAC, ELAC, Black/African American parent council, Rio and Monterey Trail Regional Equity Council.
 2. Participate in regional equity meetings (MTREC) and establish site based African-American/Black Parent advisory council meetings to analyze outcomes, seek feedback and input to create action plans for improved student outcomes.
 3. Act on recommendations from MTREC, Innovation Bridge, IYT and other district and community partners to support enhanced outcomes for students and the community.
 4. Work with IYT and other organizations to support academic and personal success for youth of color and other underrepresented youth.
- Supplies and refreshments for Family and Community Engagement events

We will purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for this goal.

- Student, staff and parent surveys
- CHKS data
- Parent Night Topic survey
- Sign-ins
- Agendas
- Review of PICSee data by site Leadership Team
- Progress monitoring of D/F grades by site leadership team and follow up with individual students to increase passing rates twice each term.
- Share relevant data with site staff and families twice each term.

• All

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?
Action Plan Update school-home communications using School Messenger, Facebook, RCHS website, TeacherVue, and other means to keep parents and community members informed about student progress and school events. Provide technology training for low income families to have equal access to information. Acquire technology for low income families to have equal access to information and translation into multiple languages. Utilize site resources, including Video Production program, to create content that showcases and communicates school events and opportunities. Included in plan is pay for staff beyond contracted time to support student-developed content. Also included is funding for additional materials and supplies to develop the content and provide training. We will purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for this goal.	Progress Monitoring <ul style="list-style-type: none"> Student, staff and parent surveys CHKS data Parent Night Topic survey Products Review of PICSee data by site Leadership Team Progress monitoring by site leadership team of D/F grades and follow up with individual students to increase passing rates twice each term. Share relevant data with site staff and families twice each term. 	Evaluation

Action 4.1.3 (SiteGoalID: 7733) (DTS: 12/13/23)

Targeted Student Group(s)

• All

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?
Action Plan Provide increased opportunities for parent and community members to become informed and involved in the school's Title 1 Program. Provide information and support to parents of all students, including those who are not on track to graduate on time. Sponsor Parent Information nights on topics of interest. We will purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for this goal.	Progress Monitoring <ul style="list-style-type: none"> Student, staff and parent surveys CHKS data Parent Night Topic survey Review of PICSee data by site Leadership Team Share relevant data with site staff and families twice each term. 	Evaluation

Site Goal 4.2 (SiteGoalID: 7737) (DTS: 12/13/23)

- Increase attendance from 69.8% to 85% for all students with an emphasis on students at risk of not graduating on time.
- Reduce chronic absenteeism from 83.1% to 65%.
- Increase percentage of students who meet graduation all graduation requirements from 44.3% to 80%.
- Reduce dropout rate from 25.5% to 15

Metric: Attendance Rate

Action 4.2.1 (SiteGoalID: 7737) (DTS: 12/13/23)

Targeted Student Group(s)

- All

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?
Action Plan Work with site, district and community resources to increase attendance. Monitor and follow up with students and parents. Implement PBIS and other proactive programs to promote the importance of student attendance. Utilize parent liaison and/or other classified to do follow-up calls and arrange for home visitations. Set up case-management system to coordinate support for students and families to reduce barriers for school attendance. We will purchase allowable, reasonable and necessary materials and supplies to complete the Action Plan for this goal.	Progress Monitoring <ul style="list-style-type: none"> Attendance data Chronic absenteeism rates Student, staff and parent surveys CHKS data Graduation rate Monthly review by site Leadership Team Monthly review by site Tier II Team Review of PICSee data Case management reports Progress monitoring by site leadership team of D/F grades and follow up with individual students to increase passing rates twice each term. Share relevant data with site staff and families twice each term. 	Evaluation

Funding Sources for District Goal 4 (DEV - LCAP ID: 662)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	4000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	2500	Classified- Timesheets

Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	3000	Materials/Supplies/Equipment
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 (7201/0000)	0	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)	1000	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

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	\$20689	\$0	\$5000	\$4000	\$29689
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$2500	\$2500
Contracts/Services/Subscriptions	\$13000	\$0	\$113	\$0	\$13113
Materials/Supplies/Equipment	\$11350	\$0	\$0	\$3000	\$14350

Supplemental/Concentration (7201/0000)

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	\$24000	\$1000	\$11000	\$0	\$36000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$9000	\$0	\$0	\$0	\$9000
Contracts/Services/Subscriptions	\$0	\$0	\$3000	\$0	\$3000
Materials/Supplies/Equipment	\$24967	\$0	\$0	\$0	\$24967

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	\$1950	\$0	\$0	\$0	\$1950
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$1000	\$1000

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

Rio Cazadero High School (527) | 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	\$59,652	\$45,039	\$0	\$5,113	\$9,500	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$72,967	\$57,967	\$1,000	\$14,000	\$0	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$2,950	\$1,950	\$0	\$0	\$1,000	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$135,569	\$104,956	\$1,000	\$19,113	\$10,500	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$59,652	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$75,917	Title I Centralized Services \$0	Title I Preschool \$0

		Signatures: (Must sign in blue ink)	Date
Principal	Doug Wendle	_____	_____
School Site Council Chairperson	Teresa Sencion	_____	_____
EL Advisory Chairperson	Bakoj Lautej	_____	_____