# Laguna Creek High School

## Local Control Accountability Plan (LCAP) 2025-2026

**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

**Goal Setting (lcapid: 775) | goalsComplete: 0**

## 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 Curriculum, Instruction & Assessment**
- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

**Goal 2: Targeted Supports & Interventions**
- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

**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?**

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:**

- May 16, 2024
- Sept. 26, 2024
- Nov. 21, 2024
- Jan. 30, 2025
- April 17, 2025
- May 22, 2025

**School Site**

- Aug. 12, 2025
- March 3, 2025
- May 8, 2025

**ELAC Mtgs**.

- November 14, 2024
- January 16, 2025
- March 6, 2025

**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.

**Site Goal 2:**
Consideration of targeted Math Intervention Sections.
Evaluation of Cardinal Academic Time (CAT) intervention to address underperforming groups.

- Enhanced methods of identifying students.
- Adjusting grading practices to more accurately identify student performance and areas of deficiency.
- Professional development on high leverage research affirmed intervention instruction.

Professional development on data analysis practices and protocols.

- 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, School Connectedness, and Campus Climate emphasis. Staff and student mental well-being continues to be a concern.

- Continue providing services that emphasize positive connections and mental health support.
- Provide resources for supplemental educational experiences.

**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, TSI 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:**

**High-Quality Curriculum, Instruction & Assessment**

All students will receive high-quality classroom curriculum, instruction, and assessment 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**
- **Test Participation Rate on Districtwide Assessments**

**Site Goal 1.1     (SiteGoalID: 8962) (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

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## Action 1.1.1    (SiteGoalID: 8962) (DTS: 03/11/25)

**Targeted Student Group(s)**

• All

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | • Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | • Throughout the year, report the results of the formative data as you collect it.<br>• In March, summarize your data collection results.<br>• Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan**<br><br>• Collaborate with department chairs to create an assessment plan and schedule.<br>• Collaborative Team discussion and planning to administer assessments.<br>• Teachers administer assessments according to the identified schedule.<br>• Teachers analyze student assessment data to enhance instruction and implement targeted instruction. | **Progress Monitoring**<br><br>**Who will evaluate effectiveness?**<br><br>• School Administration & Department Chairs<br><br>**What data will be collected?**<br><br>• Assessment Calendar<br>• Illuminate assessment data<br><br>**When will data collection occur?**<br><br>• Semester<br><br>**How will data be communicated?**<br><br>• Department & Collaborative Team Meetings | **Evaluation**<br><br>Improve 24/25 student participation rates by 20% to:<br>Grade 9: 80%<br>Grade 10: 67%<br>Grade 11: 78%<br>Grade 12: 74% |

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## Site Goal 1.2    (SiteGoalID: 8802) (DTS: 02/13/25)

Increase A-G completion rate from 63% to 65%.

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

## Action 1.2.1     (SiteGoalID: 8802) (DTS: 02/13/25)

**Targeted Student Group(s)**

• All

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | • Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | • Throughout the year, report the results of the formative data as you collect it.<br>• In March, summarize your data collection results.<br>• Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan** | **Progress Monitoring** | **Evaluation** |
| Counseling:<br><br>• D-F grade analysis<br>• Individual academic counseling<br>• Small group academic support<br>• Personalized academic plans<br>• Study and Organizational support<br>• Credit Recovery monitoring and support<br><br>Instruction & Intervention:<br><br>• PLC Process & Intervention (CAT)<br>• Common Essential Skills and  Assessment Practices<br>• Teachers will participate in professional learning and conferences related to the PLC Process and Intervention.<br>• Teachers will use Collaborative Team Time and/or release time to develop formative assessments.<br>• Teachers will use formative assessments to identify and provide targeted interventions (CAT) to students.<br>• **Instructional Framework:** | **Who will evaluate effectiveness?**<br><br>• Administration, Counseling & Department Chairs<br><br>**What data will be collected?**<br><br>• D-F Grades<br>• Credit Recovery Enrollment<br>• Participation Tracking<br>• Intervention Tracking<br>• Font Observations<br><br>**When will data collection occur?**<br><br>• Progress Reports<br><br>**How will data be communicated?**<br><br>• Leadership Meetings<br>• Newsletters<br>• Data Analysis Meetings | |

| | |
|---|---|
| o **Student Talk**<br>o **Formative Assessments**<br><br>**$11,000 (Sup/Con-Contracts)**<br>**$8,953 (Sup/Con-Cert. Timesheets)** | |

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## Site Goal 1.3    (SiteGoalID: 9038) (DTS: 03/25/25)

Increase the percentage of students making progress by 5% from the previous year (40%) as measured by the California Dashboard.

**Metric:** Progress toward English Proficiency -
Percent Increasing ELPI Level

## Action 1.3.1    (SiteGoalID: 9038) (DTS: 03/25/25)

**Targeted Student Group(s)**

• EL

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | • Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | • Throughout the year, report the results of the formative data as you collect it.<br>• In March, summarize your data collection results.<br>• Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan**<br><br>EL Coordinator:<br><br>• Oversee & monitor student progress<br>• ELPAC administration<br>• Compliance and Program Coordination<br>• Develop & implement interventions for identified students.<br>• Coordinate with service providers to support students. | **Progress Monitoring**<br><br>**Who will evaluate effectiveness?**<br><br>• Administration & EL Coordinator<br><br>**What data will be collected?**<br><br>• Student Schedules<br>• Assessment Data<br>• Intervention Plans<br>• Attendance Rates<br>• Student Grades<br>• Font Observations<br><br>**When will data collection occur?** | **Evaluation** |

Instruction & Intervention:

- PLC Process & Intervention (CAT)
- Common Essential Skills and Assessment Practices
- Professional Learning
- Utilize ML instructional coach to provide training tailored to meet the needs of our multilingual learners.
- **Instructional Framework:**
  - **Student Talk**
  - **Formative Assessments**
- Supplemental ELD Section (.20 FTE)
  - $20,000 EL Supplemental

- Ongoing

**How will data be communicated?**

- Leadership & Department Meetings

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## Site Goal 1.4    (SiteGoalID: 9039) (DTS: 03/25/25)

Sustain or increase the 23/24 IB exam passage rate of 81% to exceed the worldwide average IB exam passing rate of 78%.

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

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## Action 1.4.1    (SiteGoalID: 9039) (DTS: 03/25/25)

**Targeted Student Group(s)**

• All

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| - Describe your step by step plan for intervention, for at-risk students, as related to your goal. | - Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | - Throughout the year, report the results of the formative data as you collect it.<br>- In March, summarize your data collection results.<br>- Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan** | **Progress Monitoring** | **Evaluation** |

**Instructional Programs:**
LCHS will provide AVID, Honors, AP, and IB (MYP, DP, & CP) aligned educational experiences. The funding provides **supplemental** resources for IB-aligned educational experiences, as well as AVID/AP/IB professional learning and fees.

**Middle Years Programme (MYP) includes:**

- **Focus on Global Contexts**
  - Identities and Relationships
  - Personal and Cultural Expression
  - Orientations in Space and Time
  - Scientific and Technical Innovation
  - Fairness and Development
  - Globalization and Sustainability
- **Conceptual Understanding**
  - Sixteen Key Interdisciplinary concepts with related concepts for each discipline.
- **Approaches to Teaching and Learning**
  - Social
  - Thinking
  - Research
  - Communication
  - Self-Management

**Diploma Programme (DP) 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

**Who will evaluate effectiveness?**

- School Administration & Program Coordinators

**What data will be collected?**

- Professional Learning Participation.
- AP Exam Results
  - Summer Release of Results
- AVID Program Evaluation
  - Annual
- IB CP/DP Diploma Programme Participation Rate
  - Enrollment Rates
- IB DP Assessment Scores
  - Annual Summer Release
- IB MYP Personal Project Participation Rate
  - Person Project Coordinator Survey
- Font Classroom Observations
- WASC/IB Evaluation

**When will data collection occur?**

- Quarterly Progress Reports

**How will data be communicated?**

- Site Leadership
- Newsletters
- Daily Bulletin

global awareness and writing.

1. IB MYP Professional Learning, curriculum, and technology that supports IB-aligned educational experiences for MYP Subject Groups.
2. IB Diploma Programme (DP) curriculum, professional learning, and technology that supports IB-aligned educational experiences for DP Subject Groups.
3. AVID Professional Learning and curriculum to provide AVID-aligned educational experiences.
4. Professional Development for teachers, administrators, and counseling staff to expand A-G qualification.
5. College Going/Career Planning School Culture - expanding A-G credit recovery options, courses, and related activities–

**Career-related Programme (CP) includes:**

**1. CP Core**

- Personal and Professional Skills Course
- Language Cultural Studies Portfolio
- Service Learning
- Reflective Project
    - Aligned with Career Related Study (CTE) Course

**2. IB Diploma Programme Courses:**

- Enrolled in at least two DP level courses.

**3. CTE Academy or Pathway enrollment**

**$25,000 (Sup/Con-Contracts)**

## Site Goal 1.5    (SiteGoalID: 9040) (DTS: 03/25/25)

Distance from met (DFM) in English Language Arts (ELA) CAASPP scores will increase from 13 to 20 points.

Low Performance:

- African American students will improve the DFM from -61 to -50 points.
- English Learners (EL) students will improve the DFM from -96 to -80 points.
- SWD will improve the DFM from -27 to -15 points.

Distance from met (DFM) in Math CAASPP scores will increase from -73 to -50 points.

Low Performance:

- African American students will improve the DFM from -162 to -140 points.
- English Learners (EL) students will improve the DFM from -163 to -150 points.
- SWD will improve the DFM from -208 to -170 points.
- White students will improve DFM from -65 to -50 points.

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

## Action 1.5.1    (SiteGoalID: 9040) (DTS: 03/25/25)

**Targeted Student Group(s)**

• All

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| - Describe your step by step plan for intervention, for at-risk students, as related to your goal. | - Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | - Throughout the year, report the results of the formative data as you collect it.<br>- In March, summarize your data collection results.<br>- Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan** | **Progress Monitoring** | **Evaluation** |
| **Instructional Services:**<br>LCHS will provide Extended Day learning opportunities.  The action includes resources for certificated and classified salaries, curriculum, and online resources.<br><br>The action supports credit | **Who will evaluate effectiveness?**<br><br>- Administration & Extended Day Coordinator<br><br>**What data will be collected?**<br><br>- Credit Recovery Progress | |

| | | |
|---|---|---|
| recovery, academic support, and enrichment for PTSG, including specific EL Tutoring. Counselors and teachers will identify students who need intervention and extended-day support.<br><br>1. Staff identifies students needing intervention.<br>2. The Extended Day Coordinator (EDC) identifies teaching staff and interventions offered.<br>3. EDC coordinates with teachers to identify program schedule<br>4. EDC collaborates with teachers and counseling staff to assess student progress.<br>5. EDC collaborates with the counseling staff to evaluate the Extended Day Program.<br>6. Extended Day/Saturday/Summer Learning- adding summer and school year A–G credit recovery opportunities<br><br>**$30,000 (Sup/Con Certificated Timesheets**<br>**$10,000 (Title I-Certificated Timesheets)** | • Participation Rates<br>• Student Grades<br><br>**When will data collection occur?**<br><br>• Quarterly Progress Reports<br><br>**How will data be communicated?**<br><br>• Leadership & Department Meetings | |

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## Action 1.5.2    (SiteGoalID: 9040) (DTS: 03/25/25)

**Targeted Student Group(s)**

• All

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | • Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | • Throughout the year, report the results of the formative data as you collect it.<br>• In March, summarize your data collection results.<br>• Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan** | **Progress Monitoring** | **Evaluation** |

| Purchase of supplementary curriculum, technology, equipment, software, and resources to support **instruction and intervention**.<br><br>Supplemental instructional materials and curriculum will be included on the district's approved list and in accordance with Board Policy 6161.1.<br><br>**$50078 (Title I-Contracts)**<br>**$18,000 (Sup/Con-Contracts)** | **Who will evaluate effectiveness?**<br><br>- Administration<br><br>**What data will be collected?**<br><br>- Intervention Participation Rates<br>- Student Grades<br>- Font Observations<br><br>**When will data collection occur?**<br><br>- Quarterly Progress Reports<br><br>**How will data be communicated?**<br><br>- Leadership & Department Meetings | |

## Action 1.5.3    (SiteGoalID: 9040) (DTS: 03/27/25)

**Targeted Student Group(s)**

• All

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| - Describe your step by step plan for intervention, for at-risk students, as related to your goal. | - Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | - Throughout the year, report the results of the formative data as you collect it.<br>- In March, summarize your data collection results.<br>- Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan**<br><br>LCHS will implement structured **math intervention classes (1.33 FTE)** during the school day. These classes will provide **targeted, data-driven instruction** to support students who are performing below grade level, as measured by multiple indicators, including CAASPP scores, district benchmarks, and classroom performance.<br><br>**1.33 FTE ($177,000)-Title I** | **Progress Monitoring**<br><br>**Who will evaluate effectiveness?**<br><br>- Administration, Counselors, and Math Intervention Teachers, and Math Dept. Chair.<br><br>**What data will be collected?**<br><br>- Assessment Data<br>- Student Grades<br>- Font Observations | **Evaluation** |

| | | |
|---|---|---|
| **$10,000 (Title I-Materials)** | **When will data collection occur?**<br><br>• Mid-Semester Progress Reports<br><br>**How will data be communicated?**<br><br>• Leadership & Department Meetings | |

## Funding Sources for District Goal 1 (DEV - LCAP ID: 775)

| Funding Source | Amount | Description of Use |
|---|---|---|
| Title I – Basic (4900/3010) | 177000 | Certificated- Salaries |
| Title I – Basic (4900/3010) | 10000 | Certificated- Timesheets |
| Title I – Basic (4900/3010) | 5000 | Classified- Salaries |
| Title I – Basic (4900/3010) | 0 | Classified- Timesheets |
| Title I – Basic (4900/3010) | 10000 | Materials/Supplies/Equipment |
| Title I – Basic (4900/3010) | 50078 | Contracts/Services/Subscriptions |
| | | |
| Supplemental/Concentration (7201/0000) | 0 | Certificated- Salaries |
| Supplemental/Concentration (7201/0000) | 38953 | Certificated- Timesheets |
| Supplemental/Concentration (7201/0000) | 0 | Classified- Salaries |
| Supplemental/Concentration (7201/0000) | 0 | Classified- Timesheets |
| Supplemental/Concentration (7201/0000) | 0 | Materials/Supplies/Equipment |
| Supplemental/Concentration (7201/0000) | 54000 | Contracts/Services/Subscriptions |
| | | |
| EL Supplemental (7250/0000) | 20000 | Certificated- Salaries |

| EL Supplemental (7250/0000) | 7000 | Certificated- Timesheets |
|---|---|---|
| EL Supplemental (7250/0000) | 0 | Classified- Salaries |
| EL Supplemental (7250/0000) | 2349 | Classified- Timesheets |
| EL Supplemental (7250/0000) | 0 | Materials/Supplies/Equipment |
| EL Supplemental (7250/0000) | 5000 | Contracts/Services/Subscriptions |

## District Strategic Goal 2:

### Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

## District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- African American Disparity
- Homeless Student Disparity
- Native American Disparity
- Students with Disabilities Disparity
- Students in Foster Youth Disparity

## Site Goal 2.1    (SiteGoalID: 8803) (DTS: 02/13/25)

As measured by Font Observations, teachers will increase their use of formal formative assessment from 13% to 25% by the end of the year.

## Metric:

## Action 2.1.1    (SiteGoalID: 8803) (DTS: 02/13/25)

**Targeted Student Group(s)**

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | • Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | • Throughout the year, report the results of the formative data as you collect it.<br>• In March, summarize your data collection results.<br>• Based on your summary, what will you adapt/adopt/abandon? |

| Action Plan | Progress Monitoring | Evaluation |
|---|---|---|
| • Teachers will participate in professional learning and conferences related to the PLC Process and Intervention.<br>• Teachers will use Collaborative Team Time and/or release time to develop formative assessments.<br>• Teachers will use formative assessments to identify and provide targeted interventions (CAT) to students. | **Who will evaluate effectiveness?**<br><br>• Administration & Department Chairs<br><br>**What data will be collected?**<br><br>• Intervention Participation Rates<br>• Student Grades<br>• Font Observations<br>• Assessment Calendars<br><br>**When will data collection occur?**<br><br>• Quarterly Progress Reports<br><br>**How will data be communicated?**<br><br>• Leadership & Department Meetings | |

## Site Goal 2.2     (SiteGoalID: 9124) (DTS: 04/08/25)

Increase A-G attainment for AA from 52% to 55%.

**Metric:** African American Disparity

## Action 2.2.1     (SiteGoalID: 9124) (DTS: 04/08/25)

**Targeted Student Group(s)**

• Black or African American

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | • Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often? | • Throughout the year, report the results of the formative data as you collect it.<br>• In March, summarize your data collection results.<br>• Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan** | **Progress Monitoring** | **Evaluation** |

Counseling:

- D-F grade analysis
- Individual academic counseling
- Small group academic support
- Personalized academic plans
- Study and Organizational support
- Credit Recovery monitoring and support

Instruction & Intervention:

- PLC Process & Intervention (CAT)
- Common Essential Skills and  Assessment Practices
- Staff planning release days.
- **Instructional Framework:**
  - **Student Talk**
  - **Formative Assessments**

**$15,000 (Title 1- Certificated Timesheets)**

**Who will evaluate effectiveness?**

- Administration, Counseling & Department Chairs

**What data will be collected?**

- D-F Grades
- Credit Recovery Enrollment
- Participation Tracking
- Intervention Tracking
- Font Observations

**When will data collection occur?**

- Progress Reports

**How will data be communicated?**

- Leadership Meetings
- Newsletters
- Data Analysis Meetings

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## Site Goal 2.3    (SiteGoalID: 9125) (DTS: 04/08/25)

Increase the percent of AA earning a **meets or exceeds standards** on the Math CAASPP from 6% to 15%.

**Metric:** African American Disparity

## Action 2.3.1    (SiteGoalID: 9125) (DTS: 04/08/25)

**Targeted Student Group(s)**

• Black or African American

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| - Describe your step by step plan for intervention, for at-risk students, as related to your goal. | - Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | - Throughout the year, report the results of the formative data as you collect it. <br> - In March, summarize your data collection results. <br> - Based on your summary, what will you |

| Action Plan | Progress Monitoring | Evaluation |
|---|---|---|
| | | **adapt/adopt/abandon?** |
| Counseling:<br><br>• **Implementation of Early Identification and Intervention Systems**<br>   o Use data (grades, test scores, attendance, behavior) to identify students at risk for math underperformance and provide targeted support plans.<br><br>Instructional:<br><br>• **Use Data-Driven Instructional Practices**<br>   o Math Collaborative Teams regularly analyze formative and summative data to identify learning gaps for intervention.<br>• **Instructional and PLC Professional Development**<br>   o Emphasis on **Student Engagement, Formative Assessment, and Student Talk** strategies.<br><br>**$50,000 (Title I-Contracts)** | **Who will evaluate effectiveness?**<br><br>• Administration, Counseling & Department Chairs<br><br>**What data will be collected?**<br><br>• D-F Grades<br>• Credit Recovery Enrollment<br>• Intervention Tracking<br>• Font Observations<br><br>**When will data collection occur?**<br><br>• Progress Reports<br><br>**How will data be communicated?**<br><br>• Leadership Meetings<br>• Newsletters<br>• Data Analysis Meetings | |

| Funding Sources for District Goal 2 (DEV - LCAP ID: 775) | | |
|---|---|---|
| **Funding Source** | **Amount** | **Description of Use** |
| Title I – Basic (4900/3010) | 0 | Certificated- Salaries |
| Title I – Basic (4900/3010) | 15000 | Certificated- Timesheets |
| Title I – Basic (4900/3010) | 0 | Classified- Salaries |
| Title I – Basic (4900/3010) | 0 | Classified- Timesheets |

| Title I – Basic (4900/3010) | 0 | Materials/Supplies/Equipment |
|---|---|---|
| Title I – Basic (4900/3010) | 50000 | Contracts/Services/Subscriptions |

| 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 | Materials/Supplies/Equipment |
| Supplemental/Concentration (7201/0000) | 0 | Contracts/Services/Subscriptions |

| 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 | Materials/Supplies/Equipment |
| EL Supplemental (7250/0000) | 0 | Contracts/Services/Subscriptions |

**District Strategic Goal 3:**

**Wellness**

**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: 8804) (DTS: 02/13/25)

Decrease the suspension rate as measured by the CA Dashboard from 5.2% to 4.8 %.

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

## Action 3.1.1    (SiteGoalID: 8804) (DTS: 02/13/25)

**Targeted Student Group(s)**

• All

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | • Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | • Throughout the year, report the results of the formative data as you collect it.<br>• In March, summarize your data collection results.<br>• Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan** | **Progress Monitoring** | **Evaluation** |
| **PBIS Intervention & College/Career Counselor:** Staffing for Counselor to support the PBIS and College and Career Programs (1.0 FTE Sup/Con). The Counselor will work with the PBIS Coordinator to administer the site's PBIS and Intervention Programs. The position will train and manage conflict managers and coordinate with the Social worker to deliver small group mental health and wellness support.<br><br>The counselor will lead and facilitate the College and Career initiative. The position will collaborate with staff to support A-G, FAFSA, and Post-Secondary goals.<br><br>1. Identify students in PTSGs using staff referrals, academic data, and PBIS data.<br>2. Coordinate with PBIS Administrator and | **Who will evaluate effectiveness?**<br><br>• PBIS VP and PBIS/Intervention Counselor.<br><br>**What data will be collected?**<br><br>• PBIS Meeting Agendas<br>• Small Group Participation Logs<br>• Referral Data<br>• Individual Student Academic Performance<br>• 5-Star Participation Data<br>• CAT Participation Rates<br><br>**When will data collection occur?**<br><br>• Quarterly<br><br>**How will data be communicated?**<br><br>• Site Leadership<br>• Newsletters<br>• Daily Bulletin | |

Coordinator to implement PBIS Program.
3. Collaborate with PBIS Coordinator and mental health providers to calibrate student support.
4. Organize and facilitate small group wellness support.
5. Counselor representative for PBIS Tier 1-3 meetings and support.
6. Participate in the PBIS TFI evaluation process.
7. Lead College and Career Initiative.

**1.0 FTE Intervention Counselor**

- **1.0 FTE Sup/Con $125,000**

## Site Goal 3.2    (SiteGoalID: 9046) (DTS: 03/27/25)

Increase Student Favorability on School Connectedness/Sense of belonging as reported by the EGUSD Student Perspective Survey from 65% to 75%

**Metric:** School Climate - Average Favorability Rating

## Action 3.2.1    (SiteGoalID: 9046) (DTS: 03/27/25)

**Targeted Student Group(s)**

• All

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | • Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan**<br><br>**Educational & Supplemental Experiences:** | **Progress Monitoring**<br><br>**Who will evaluate effectiveness?** | **Evaluation** |

Funding to support field trips and competition costs for transportation, accommodations, substitutes, facilities, and related expenses.

Action includes funding for equipment and instructional materials.

The learning experiences offer educational opportunities and culturally enriching experiences that enhance school connectedness and social and emotional well-being. The funding removes barriers for students to participate in supported activities.

**$35,000 (Sup/Con-Contracts)**
**$8,000 (Sup/Con-Equipment)**

- Program Coordinators

**What data will be collected?**

- Field Trip Participation
  - Attendance Reports
- Extra-Curricular Participation Rates
  - Semester Roster Review
- EGUSD SEL Survey
  - Annual Review
- 5-Star Participation Data

**When will data collection occur?**

- Annual

**How will data be communicated?**

- Site Leadership

| Funding Sources for District Goal 3 (DEV - LCAP ID: 775) | | |
|---|---|---|
| **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 | Materials/Supplies/Equipment |
| Title I – Basic (4900/3010) | 0 | Contracts/Services/Subscriptions |
| | | |
| Supplemental/Concentration (7201/0000) | 125000 | 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) | 8000 | Materials/Supplies/Equipment |
| Supplemental/Concentration (7201/0000) | 35000 | Contracts/Services/Subscriptions |
| | | |
| 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 | Materials/Supplies/Equipment |
| EL Supplemental (7250/0000) | 0 | Contracts/Services/Subscriptions |

## District Strategic Goal 4:

**Family & Community Engagement**

**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: 8805) (DTS: 02/13/25)

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

- School Connectedness/Sense of Belonging:" favorable response rate of at least 85% from all respondents.

**Metric:** Parents indicating a respectful and welcoming school environment

## Action 4.1.1    (SiteGoalID: 8805) (DTS: 02/13/25)

**Targeted Student Group(s)**

• All

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | • Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | • Throughout the year, report the results of the formative data as you collect it.<br>• In March, summarize your data collection results.<br>• Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan**<br><br>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.<br>Specific Outreach Actions:<br><br>• Breakfast with Benson (Monthly)<br>• Weekly Newsletters<br>• IB Programme Meetings<br>• School Site Council<br>• ELAC<br>• Open House<br>• Parent Lunch Days<br>• Title 1 Targeted Parent Meetings<br>  ○ Light Refreshments<br>• Community Events<br>• VAPA Events<br><br>**$2,000 (Sup/Con-Contracts)**<br>**$10,000 (Title I-Certificated Timesheets)**<br>**$4,578 (Title I-Classified Timesheets)** | **Progress Monitoring**<br><br>**Who will evaluate effectiveness?**<br><br>• Principal<br><br>**What data will be collected?**<br><br>• Event Participation<br>• Post Event Surveys<br>• EGUSD Parent Survey (Spring)<br><br>**When will data collection occur?**<br><br>• Ongoing<br><br>**How will data be communicated?**<br><br>• Site Leadership<br>• Newsletters<br>• Daily Bulletin | **Evaluation** |

## Action 4.1.2    (SiteGoalID: 8805) (DTS: 03/27/25)

**Targeted Student Group(s)**

• All

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | • Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | • Throughout the year, report the results of the formative data as you collect it.<br>• In March, summarize your data collection results.<br>• Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan**<br><br>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)<br><br>**$5,000 (Sup/Con-Contracts)** | **Progress Monitoring**<br><br>**Who will evaluate effectiveness?**<br><br>• Principal<br><br>**What data will be collected?**<br><br>• Program evaluation<br>• FAFSA Completion<br>• A-G Rate<br><br>**When will data collection occur?**<br><br>• June<br><br>**How will data be communicated?**<br><br>• Site Leadership<br>• Newsletters<br>• Daily Bulletin | **Evaluation** |

## Site Goal 4.2    (SiteGoalID: 9045) (DTS: 03/27/25)

- Increase the Attendance percentage from 93% to 95%.
- Reduce the Chronic Absenteeism (CA) percentage from 19% to 15%.
- Reduce CA Rate for AA from 23.6% to 18.6%.
- Reduce CA Rate for SWD from 31.1% to 26.1%.

**Metric:** Attendance Rate

## Action 4.2.1    (SiteGoalID: 9045) (DTS: 03/27/25)

**Targeted Student Group(s)**

• All

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | • Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | • Throughout the year, report the results of the formative data as you collect it.<br>• In March, summarize your data collection results.<br>• Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan**<br><br>LCHS will:<br><br>• Develop & Market clubs and activities.<br>• Provide resources for ASB & Link Crew to build student connectedness.<br>• Utilize 5 Star to monitor student activity participation.<br>• Coordinate with Regional Attendance Improvement Technician to communicate with and identify frequently absent students<br>• Send out the weekly Cardinal Connection for community communication | **Progress Monitoring**<br><br>**Who will evaluate effectiveness?**<br><br>• Principal<br><br>**What data will be collected?**<br><br>• Student Punctuality & Attendance Data<br>  ○ Quarterly<br>• Chronic Absenteeism Data<br>  ○ Quarterly<br>• SARB Data<br>• Student Academic Performance<br>  ○ Semester<br>• EGUSD Parent Survey<br>  ○ Spring<br><br>**When will data collection occur?**<br><br>• Ongoing<br><br>**How will data be communicated?**<br><br>• Site Leadership<br>• Newsletters<br>• Daily Bulletin | **Evaluation** |

| Funding Sources for District Goal 4 (DEV - LCAP ID: 775) | | |
|---|---|---|
| **Funding Source** | **Amount** | **Description of Use** |

| Fund | Amount | Category |
|---|---|---|
| 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) | 0 | Materials/Supplies/Equipment |
| Title I – Basic (4900/3010) | 5000 | Contracts/Services/Subscriptions |
| | | |
| 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 | Materials/Supplies/Equipment |
| Supplemental/Concentration (7201/0000) | 7000 | Contracts/Services/Subscriptions |
| | | |
| 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 | Materials/Supplies/Equipment |
| EL Supplemental (7250/0000) | 0 | Contracts/Services/Subscriptions |

# 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 | $177000 | $0 | $0 | $0 | $177000 |
| Certificated- Timesheets | $10000 | $15000 | $0 | $5000 | $30000 |
| Classified- Salaries | $5000 | $0 | $0 | $0 | $5000 |
| Classified- Timesheets | $0 | $0 | $0 | $0 | $0 |
| Materials/Supplies/Equipment | $10000 | $0 | $0 | $0 | $10000 |
| Contracts/Services/Subscriptions | $50078 | $50000 | $0 | $5000 | $105078 |

**Title I – Basic (4900/3010) Total:** **$327,078**

## Supplemental/Concentration (7201/0000)

| Description of Use | District Goal 1 | District Goal 2 | District Goal 3 | District Goal 4 | Total |
|---|---|---|---|---|---|
| Certificated- Salaries | $0 | $0 | $125000 | $0 | $125000 |
| Certificated- Timesheets | $38953 | $0 | $0 | $0 | $38953 |
| Classified- Salaries | $0 | $0 | $0 | $0 | $0 |
| Classified- Timesheets | $0 | $0 | $0 | $0 | $0 |
| Materials/Supplies/Equipment | $0 | $0 | $8000 | $0 | $8000 |
| Contracts/Services/Subscriptions | $54000 | $0 | $35000 | $7000 | $96000 |

**Supplemental/Concentration (7201/0000) Total:** **$267,953**

## EL Supplemental (7250/0000)

| Description of Use | District Goal 1 | District Goal 2 | District Goal 3 | District Goal 4 | Total |
|---|---|---|---|---|---|
| Certificated- Salaries | $20000 | $0 | $0 | $0 | $20000 |
| Certificated- Timesheets | $7000 | $0 | $0 | $0 | $7000 |
| Classified- Salaries | $0 | $0 | $0 | $0 | $0 |
| Classified- Timesheets | $2349 | $0 | $0 | $0 | $2349 |
| Materials/Supplies/Equipment | $0 | $0 | $0 | $0 | $0 |
| Contracts/Services/Subscriptions | $5000 | $0 | $0 | $0 | $5000 |

**EL Supplemental (7250/0000) Total:** **$34,349**

## 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) | 2025-2026

| Fund Source *Mgmt. Code / Description Resc. Code / Description* | Allocation | EGUSD Strategic Goals | | | | Balance |
| | | 1. Curriculum and Instruction | 2. Targeted Supports & Interventions | 3. Wellness | 4. Family Engagement | |
|---|---|---|---|---|---|---|
| **4900** Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected | $327,078 | $252,078 | $65,000 | $0 | $10,000 | $0 |
| **7201** LCFF Supplemental Concentration 7-12 **0000** Unrestricted | $267,953 | $92,953 | $0 | $168,000 | $7,000 | $0 |
| **7250** English Learners Supplemental Program Services 7-12 **0000** Unrestricted | $34,349 | $34,349 | $0 | $0 | $0 | $0 |
| **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA** | $629,380 | $379,380 | $65,000 | $168,000 | $17,000 | |

| Fund Subtotals | |
|---|---|
| Subtotal of additional federal funds included for this school | $327,078 |
| Subtotal of state or local funds included for this school | $302,302 |

| Title I Centralized Services | | | |
|---|---|---|---|
| Title I Foster Youth | $0 | Title I Homeless | $0 |
| Title I Centralized Services | $0 | Title I Preschool | $0 |