



Laguna Creek High School

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Mark Benson

County-District-School (CDS) Code: 34673143430592

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

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

IV. Goals, Action Plans and Progress Monitoring

Laguna Creek High School | Focused Work: 2026-2027

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality 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:

- Sept. 25, 2025
- Oct. 16, 2025
- Jan. 15, 2026
- Feb. 5, 2026
- April 1, 2026
- May 21, 2026

School Site

- Aug. 11, 2025
- Jan. 6, 2026

ELAC Mtgs.

- November 20, 2025
- January 22, 2026
- March 25, 2026

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.
- Staffing support for PTSG and under performing students.
- 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

Increase A-G completion rate from 65% to 67%.

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

Action 1.1.1

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 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)	Progress Monitoring Who will evaluate effectiveness? • Administration, Counseling & Department Chairs What data will be collected? • D-F Grades • Credit Recovery Enrollment • Participation Tracking • Intervention Tracking	Evaluation Data Analysis Artifact

- Common Essential Skills and Assessment Practices
- Teachers will participate in professional learning and conferences related to the PLC Process and Intervention.
- Teachers will use Collaborative Team Time and/or release time to develop formative assessments.
- Teachers will use formative assessments to identify and provide targeted interventions (CAT) to students.
- **Instructional Framework:**
 - **Student Talk**
 - **Formative Assessments**

\$5,000 (**Sup/Con-Contracts**)

\$4,000 (**Sup/Con-Cert. Timesheets**)

\$5,000 (**Title-Cert. Timesheets**)

Purchase of supplementary curriculum, technology, equipment, software, and resources to support **instruction and intervention**.

Supplemental instructional materials and curriculum will be included on the district's approved list and in accordance with Board Policy 6161.1.

LCHS will provide Extended Day learning opportunities. The action includes resources for certificated and classified salaries, curriculum, and online resources.

The action supports credit recovery, academic support, and enrichment for PTSG, including course and executive functioning tutoring. Counselors and teachers will identify students who need intervention and extended-day support.

1. Staff identifies students needing intervention.
2. The Extended Day Coordinator (EDC) identifies teaching staff and interventions offered.
3. EDC coordinates with teachers to identify program schedule
4. EDC collaborates with teachers and counseling staff to assess student progress.
5. EDC collaborates with the counseling staff to evaluate the Extended Day Program.
6. Extended Day/Saturday/Summer Learning- adding summer and school year A–G credit recovery opportunities

\$10,000 (**Sup/Con Certificated Timesheets**)

\$20,280 (**Title I-Certificated Timesheets**)

\$6,800 (**Title I-Contracts**)

\$10,000 (**Sup/Con-Contracts**)

- Font Observations

When will data collection occur?

- Progress Reports

How will data be communicated?

- Leadership Meetings
- Newsletters
- Data Analysis Meetings

Site Goal 1.2

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 1.2.1

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan • Collaborate with department chairs to create an assessment plan and schedule. • Collaborative Team discussion and planning to administer assessments. • Teachers administer assessments according to the identified schedule. • Teachers analyze student assessment data to enhance instruction and implement targeted instruction.	Progress Monitoring Who will evaluate effectiveness? • School Administration & Department Chairs What data will be collected? • Assessment Calendar • Illuminate assessment data When will data collection occur? • Semester How will data be communicated? • Department & Collaborative Team Meetings	Evaluation

Site Goal 1.3

Increase the percentage of students making A-G progress by 5% from the previous year (51%) as measured by the California Dashboard.

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

Action 1.3.1

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan 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. - Intervention and Tutoring Instructional Framework: Student Talk Formative Assessments ELPAC Coordinator: - Supplemental ELD Section (.20 FTE) \$26,000 EL Supplemental ELPAC Testing \$15,337 EL Supplemental Certificated-Timesheets	Progress Monitoring Who will evaluate effectiveness? - Administration What data will be collected? - Student Schedules - Assessment Data - Intervention Plans - Attendance Rates - Student Grades - Font Observations When will data collection occur? - Ongoing How will data be communicated? - Leadership & Department Meetings	Evaluation Data Analysis Artifact

Site Goal 1.4

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

Distance from met (DFM) in English Language Arts (ELA) CAASPP scores will increase from 11 to 20 points.

Low Performance:

- African American students will improve the DFM from -62 to -55 points.
- English Learners (EL) students will improve the DFM from -57 to -50 points.
- SWD will improve the DFM from -102 to -90 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 -154 to -140 points.
- English Learners (EL) students will improve the DFM from -118 to -110 points.
- SWD will improve the DFM from -174 to -150 points.
- White students will improve DFM from -52 to -40 points.

Metric: Other

Action 1.4.1

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Instructional Programs: LCHS will provide AVID, Honors, AP, and IB (MYP, DP, & CP) aligned educational experiences. The funding provides supplemental resources and staffing 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	Progress Monitoring 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	Evaluation Data Analysis Artifact

the nature of knowledge ◦ Extended Essay: 4,000-word independent & self-directed research paper. ◦ Creativity, Activity, and Service Project • DP Courses emphasize conceptual understanding of the content, emphasizing global awareness and writing. 1. IB MYP Professional Learning, curriculum, and technology that supports IB-aligned educational experiences for 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 • Reflective Project ◦ Aligned with Career Related Study (CTE) Course • Community Engagement (CE) ◦ Action includes .333 VP(FTE) to coordinate the CE core for two PPS Sections. 2. IB Diploma Programme Courses: • Enrolled in at least two DP level courses. 3. CTE Academy or Pathway enrollment \$50,000 (Sup/Con-Staffing) \$14,000 (Title I-Contracts) \$5,000 (Sup/Con-Timesheets)		
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Site Goal 1.5

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 -154 to -140 points.
- English Learners (EL) students will improve the DFM from -118 to -110 points.
- SWD will improve the DFM from -174 to -150 points.
- White students will improve DFM from -52 to -40 points.

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

Action 1.5.1

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan LCHS will implement structured math intervention classes (.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. Action includes funding for supplies and equipment. \$37,000 (Sup/Con Certificated Staffing)	Progress Monitoring Who will evaluate effectiveness? • Administration, Counselors, and Math Intervention Teachers, and Math Dept. Chair. What data will be collected? • Assessment Data • Student Grades • Font Observations When will data collection occur? • Mid-Semester Progress Reports How will data be communicated? • Leadership & Department Meetings	Evaluation Data Analysis Artifact

Site Goal 1.6

Teachers will increase their effective use of student talk from 66% to 70% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Student Talk

Action 1.6.1

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Action: Teachers will participate in quarterly Regional IB Professional Development. Professional development focuses on Inquiry, Student Talk, and Collaborative Learning. Share FONT walk-through data with staff to discuss progress toward Instructional Framework goals and to celebrate success.	Who will evaluate effectiveness? - Administration and IB Coordinators What data will be collected? - PIC Data - Font - Staff Survey When will data collection occur? - Monthly How will data be communicated? - Leadership & Department Meetings	

Funding Sources for District Goal 1

Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$182,267	Certificated- Salaries
Title I Basic (4900/3010)	\$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	\$32,939	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries

Supplemental/Concentration (7101/0000)	\$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$14,091	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$19,341	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$0	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

African American students will improve the Math DFM from -154 to -140 points.
African American students will improve the ELA DFM from -62 to -55 points.

Metric: African American Disparity

Action 2.1.1

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
• English & Math PLC Leads will support the following:	Who will evaluate effectiveness? • Administration & Department Chairs	Data Analysis Artifact

Teachers will participate in professional learning and conferences related to the PLC Process and Intervention. - Teachers will use Collaborative Team Time and/or release time to develop formative assessments. - Teachers will use formative assessments to identify and provide targeted interventions (CAT) to students. \$16,000 (Title I-Cert. Timesheets) \$14,500 (Sup/Con-Cert Timesheets)	What data will be collected? - Intervention Participation Rates - Student Grades - Font Observations - Assessment Calendars When will data collection occur? - Quarterly Progress Reports How will data be communicated? - Leadership & Department Meetings	
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Site Goal 2.2

African Americans will increase A-G completion rate from 46% to 50%.
African Americans will increase College/Career Indicator from 31% to 35%

SWD will increase College/Career Indicator from 18% to 20%.
Homeless Students will increase College/Career Indicator from 33% to 35%.

Metric: African American Disparity

Action 2.2.1

Targeted Student Group(s)

• Black or African American • 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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Counseling and Intervention Staff: Implementation of Early Identification and Intervention Systems - Use data (grades, test scores, attendance, behavior) to identify students at risk for math underperformance and provide targeted support plans. - Counselors and the Intervention Team will conduct grade analysis and contact parents of identified	Progress Monitoring Who will evaluate effectiveness? - Administration, Counseling & Department Chairs What data will be collected? - D-F Grades - Credit Recovery Enrollment - Intervention Tracking - Font Observations When will data collection occur?	Evaluation Data Analysis Artifact

students. ◦ Intervention Staff will identify and support students for the In-Schedule Credit Recovery courses. ◦ Conduct group and 1x1 academic conferences. Instructional: • Use Data-Driven Instructional Practices ◦ Math Collaborative Teams regularly analyze formative and summative data to identify learning gaps for intervention. • Instructional and PLC Professional Development ◦ Emphasis on Student Engagement, Formative Assessment, and Student Talk strategies. Intervention: • PLC Process & Intervention (CAT) • Common Essential Skills and Assessment Practices • Staff planning release days. • Instructional Framework: ◦ Student Talk ◦ Formative Assessments • Academic Intervention Teacher (.67 FTE) \$103,000 (Title 1- Certificated Staffing)	• Progress Reports How will data be communicated? • Leadership Meetings • Newsletters • Data Analysis Meetings	
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Funding Sources for District Goal 2		
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 (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$10,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets

Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$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
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Site Goal 3.1
Increase the graduation rate, as measured by the CA Dashboard, from 92.8% to 94%.
Metric: Cohort Graduation Rate

Action 3.1.1

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan PBIS Intervention & College/Career Counselor: Staffing for Counselor to support the PBIS and College and Career Programs (1.0 FTE Title I). The Counselor will work with the PBIS	Progress Monitoring Who will evaluate effectiveness? PBIS VP and PBIS/Intervention Counselor. What data will be collected?	Evaluation Data Analysis Artifact

Coordinator and Academic Intervention Teacher 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. 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. 1. Identify students in PTSGs using staff referrals, academic data, and PBIS data. 2. Coordinate with PBIS Administrator and 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 • \$138,000 (Title I-Staffing)	PBIS Meeting Agendas • Small Group Participation Logs • Referral Data • Individual Student Academic Performance • 5-Star Participation Data • CAT Participation Rates When will data collection occur? • Quarterly How will data be communicated? • Site Leadership • Newsletters • Daily Bulletin	
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Action 3.1.2

Targeted Student Group(s)

- All • School-wide

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Vice Principal: PBIS, Community Engagement, & Intervention Staffing .67 FTE for the following actions: • Coordinate with PBIS Staff on school-wide behavior program implementation. • Collaborate with staff on targeted	Progress Monitoring Who will evaluate effectiveness? • Principal What data will be collected? • PBIS Meeting Agendas • Small Group Participation Logs • Referral Data	Evaluation Data Analysis Artifact

academic interventions during and beyond the school day (e.g., intervention periods, tutoring, extended learning, and credit recovery). - Position will coordinate attendance intervention strategies, including family outreach, attendance contracts, and tiered supports. - Coordinate with PBIS Counselor and other wellness providers on school-based social-emotional learning supports, restorative practices, and counseling referrals. - Collaborate with counselors, teachers, and support staff to reduce chronic absenteeism and disengagement. .67 FTE Vice Principal \$120,260 (Sup/Con-Staffing)	- Individual Student Academic Performance 5-Star Participation Data - CAT Participation Rates When will data collection occur? - Quarterly How will data be communicated? - Site Leadership - Newsletters - Daily Bulletin	
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Site Goal 3.2

Increase Student Favorability on School Connectedness/Sense of belonging as reported by the EGUSD Student Perspective Survey from 76% to 80%

Increase Staff Favorability on Climate Components as reported by the EGUSD Staff Perspective Survey from 77% to 85%.

Metric: School Climate - Average Favorability Rating

Action 3.2.1

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Educational & Supplemental Experiences: 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	Who will evaluate effectiveness? - Program Coordinators What data will be collected? - Field Trip Participation - Attendance Reports - Extra-Curricular Participation Rates - Semester Roster Review	Data Analysis Artifact

opportunities and culturally enriching experiences that enhance school connectedness and social and emotional well-being. The funding removes barriers to students' participation in supported activities. \$1,000 (Sup/Con-Cert. Timesheets) \$32,500 (Sup/Con-Contracts)	- EGUSD SEL Survey - Annual Review 5-Star Participation Data When will data collection occur? - Annual How will data be communicated? - Site Leadership	
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Funding Sources for District Goal 3		
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)	\$12,714	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$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
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- environment
- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement
- Percent Chronically Absent

Site Goal 4.1

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

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 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. Specific Outreach Actions: • Breakfast with Benson (Monthly) • Weekly Newsletters • IB Programme Meetings • School Site Council • ELAC • Open House • Parent Lunch Days • Parent Meetings • Community Events • VAPA Events • Survey Subscription \$3,000 (Title I-Contracts)	Progress Monitoring Who will evaluate effectiveness? • Principal What data will be collected? • Event Participation • Post Event Surveys • EGUSD Parent Survey (Spring) When will data collection occur? • Ongoing How will data be communicated? • Site Leadership • Newsletters • Daily Bulletin	Evaluation Data Analysis Artifact

Action 4.1.2

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 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) \$5,000 (Title I-Contracts)	Progress Monitoring Who will evaluate effectiveness? • Principal What data will be collected? • Program evaluation • FAFSA Completion • A-G Rate When will data collection occur? • June How will data be communicated? • Site Leadership • Newsletters • Daily Bulletin	Evaluation Spring Semester: • Success University Evaluation ◦ Annual (June)

Site Goal 4.2

- Increase the Attendance percentage from 93% to 95%.
- Reduce the Chronic Absenteeism (CA) percentage from 18% to 15%.
- Reduce CA Rate for AA from 23.6% to 20%.
- Reduce CA Rate for SWD from 33.1% to 30.1%.

Metric: Attendance Rate

Action 4.2.1

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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan LCHS will: - Develop & Market clubs and activities. - Provide resources for ASB & Link Crew to build student connectedness. - Utilize 5 Star to monitor student activity participation. - Coordinate with Regional Attendance Improvement Technician to communicate with and identify frequently absent students - Send out the weekly Cardinal Connection for community communication	Progress Monitoring Who will evaluate effectiveness? - Principal What data will be collected? - Student Punctuality & Attendance Data - Quarterly - Chronic Absenteeism Data - Quarterly - SARB Data - Student Academic Performance - Semester - EGUSD Parent Survey - Spring When will data collection occur? - Ongoing How will data be communicated? - Site Leadership - Newsletters - Daily Bulletin	Evaluation Data Analysis Artifact

Funding Sources for District Goal 4		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$3,000	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$500	Classified- Timesheets
Title I Basic (4900/3010)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$20,000	Certificated- Timesheets

Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$0	Certificated- Timesheets
EL Supplemental (7150/0000)	\$0	Classified- Salaries
EL Supplemental (7150/0000)	\$0	Classified- Timesheets
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	\$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	\$0	\$103,000	\$138,000	\$0	\$241,000
Certificated- Timesheets	\$25,280	\$16,000	\$0	\$0	\$41,280
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$20,800	\$0	\$0	\$8,000	\$28,800

Title I Basic (4900/3010) Total: \$311,080

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$87,000	\$0	\$120,260	\$0	\$207,260
Certificated- Timesheets	\$19,000	\$14,500	\$1,000	\$0	\$34,500
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$10,000	\$0	\$32,500	\$0	\$42,500

Supplemental/Concentration (7201/0000) Total: \$284,260

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$26,000	\$0	\$0	\$0	\$26,000
Certificated- Timesheets	\$15,337	\$0	\$0	\$0	\$15,337
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7250/0000) Total: \$41,337

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) | 2026-2027

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	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	\$311,080	\$46,080	\$119,000	\$138,000	\$8,000	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$284,260	\$116,000	\$14,500	\$153,760	\$0	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$41,337	\$41,337	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$636,677	\$203,417	\$133,500	\$291,760	\$8,000	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$311,080
Subtotal of state or local funds included for this school	\$325,597