Rio Cazadero High School

Local Control Accountability Plan (LCAP)
2025-2026

Principal: Doug Wendle

County-District-School (CDS) Code: 34673143430329

Elk Grove Unified School District
Elk Grove, California

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

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Goal Setting (lcapid: 785) | 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?

Educational Partner Involvement and Plan Development
Rio Cazadero High School maintains a consistent and inclusive approach to engaging educational partners in

the development, implementation, and evaluation of school plans. Throughout the 2024–2025 academic year, various stakeholder groups participated in structured meetings and events to review data, identify school needs, and provide input on priorities and resource allocation.

School Site Council (SSC)
The School Site Council convened on September 19 and December 4, 2024, and February 26, april 16 and May 14, 2025. Average attendance at these meetings included 1–2 parents, 2 students, and 5–6 staff members. Each SSC meeting included a review of school data and discussion of strategies aligned to Title I and LCAP goals. The February meeting emphasized the formal evaluation of the previous year's plan, while the April meeting is designated for the development of the new school plan.

English Learner Advisory Committee (ELAC)
ELAC meetings were held on September 11 and December 11, 2024, with a third session scheduled for April 15, 2025. Parent participation averaged 6 attendees, student attendance averaged 4, and staff representation averaged 4 members. These meetings provided a forum to discuss programs and supports for English learners and ensure their academic and language development needs were integrated into the school's broader planning efforts.

Raptor Team Meetings
Raptor Team Meetings were held regularly from August 2024 through March 2025, with a total of 17 meetings. These meetings were attended by an average of 17 certificated and classified staff members. The Raptor Team focuses on student support services, academic interventions, and behavior strategies. During these meetings, staff analyzed schoolwide and individual student data and collaborated on intervention planning and progress monitoring. Specific dates for Data Review:
·   Preservice: August 12 & 13, 2024
·   August 26, 2024
·   September 16, 2024
·   September 30, 2024
·   October 21, 2024
·   November 4, 2024
·   December 9, 2024
·   Preservice: January 6, 2025
·   January 27, 2025
·   February 24, 2025
·   March 31, 2025

Community Engagement Events
In addition to advisory and staff meetings, Rio Cazadero High School hosted several schoolwide events aimed at engaging families and the broader community:

- **Title I Parent Night** and **Back to School Night** were held on September 11, 2024, with 18 parents, 9 students and 18 staff members in attendance. Representatives from EGUSD and community resources were also present.
- **Open House** took place on April 3, 2025, with 33 parents, 30 students, and 15 staff members in attendance. Representatives from EGUSD and community resources were also present.

Data Review and Transparency
Throughout the year, the school regularly reviewed and discussed data related to:

- Graduation rates
- Progress toward English language proficiency
- Attendance and chronic absenteeism
- Suspension and expulsion rates
- School climate and connectedness
- Family and community engagement
- CAASPP performance
- California Healthy Kids Survey results

- WASC Self-Study findings

These data points were made accessible to all educational partners through the REDDIY application in the EGUSD Portal. Staff analyzed data during faculty meetings and Raptor Team sessions, while SSC and ELAC members were presented with relevant data during their respective meetings.

Integration of Educational Partner Input
Rio Cazadero High School prioritizes transparency in identifying school priorities and allocating resources. All stakeholder meetings are utilized to discuss student needs and determine actions to support student success. Educational partners played a critical role in shaping the school's coordinated plan, which integrates the goals and requirements of WASC, Title I, and the LCAP.
This inclusive process ensured that input was collected from a broad range of stakeholders, including groups who had not previously participated in school plan development. As a result, the school's new plan is both comprehensive and responsive to the diverse needs of all student learners.

2. Impact of LCAP and Annual Update

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

Stakeholder Engagement and Site Priorities in the LCAP
The School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff collaborated to review input from a broad range of stakeholders. Through a thoughtful and inclusive process, this input was synthesized into the following key site priorities, now reflected in the Local Control and Accountability Plan (LCAP):

1. **Extended Learning Opportunities:**
   Expand access to extended learning opportunities for all students, with a focus on those at risk of not graduating on time.
2. **Professional Development:**
   Provide ongoing professional development for both certificated and classified staff to better support students' academic achievement and personal growth.
3. **Family and Community Engagement:**
   Strengthen parent and community involvement through meaningful partnerships and increased opportunities for participation.
4. **Academic Support and Rigor:**
   Enhance academic support services to help all students engage with rigorous, standards-aligned instruction that prepares them for college and career pathways.
5. **College and Career Readiness:**
   Foster a strong college and career readiness culture by offering students opportunities to connect academic learning with personal goals and career aspirations.
6. **Experiential Learning:**
   Expand hands-on, experiential learning through project-based instruction, field trips, guest speakers, and performances that bring learning to life.
7. **Relevant and Engaging Instruction:**
   Create engaging, real-world learning experiences both inside and outside the classroom to increase student motivation and relevance of content.
8. **Comprehensive Student Support:**
   Offer academic and non-academic support services to help students overcome barriers and achieve success.
9. **Attendance Support and Accountability:**
   Promote the importance of consistent school attendance and provide interventions and follow-up to support students in maintaining regular attendance.

This ongoing engagement process empowered stakeholders to provide meaningful contributions that were effectively incorporated into the school's planning. It also opened the door for participation from previously

underrepresented groups in the school improvement process.
As a result, the school developed a cohesive and aligned plan that integrates the goals and accountability requirements of WASC, Title I, and the LCAP—ensuring a comprehensive approach to meeting the needs of all learners.

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.

Improve Academic Achievement and Instructional Quality
1.1.1 Expand **extended learning opportunities**, including after-school programs, tutoring, and summer school, to support student progress toward graduation.
1.1.2 Invest in **technology and related professional development** to enhance instructional delivery and build staff capacity in the effective integration of digital tools.
1.1.4 Provide **ongoing professional development** focused on curriculum development and the refinement of evidence-based instructional strategies.
1.1.5 Strengthen and expand the implementation of **Professional Learning Communities (PLCs)** to foster collaborative planning, data analysis, and instructional improvement.

Increase College and Career Readiness
1.2.1 Increase student **enrollment in Career Technical Education (CTE) courses** and other career pathway programs to foster deeper connections to postsecondary options.
1.2.2 Provide compensation for CTE instructors to engage in **student outreach and support activities**, connecting students with college and career exploration opportunities.

Support English Learner Achievement
1.3.1 Deliver targeted **professional development in instructional strategies** proven effective for English Learners, supporting language acquisition and academic growth.

Strengthen Assessment and Data-Driven Instruction
2.1.1 Develop and utilize **formative, interim, and summative assessments** to inform instruction and monitor student progress.
2.1.3 Collaborate with **Instructional Coaches and external experts** to provide professional development on assessment literacy and research-based instructional practices grounded in data analysis.

Improve Attendance and Engagement
3.1.1 Partner with site, district, and community agencies to **increase student attendance** through outreach, interventions, and support systems.
3.1.2 Ensure **reliable access to transportation** to reduce attendance barriers for students.
3.2.1 Implement **positive behavior intervention strategies** to create a supportive and inclusive learning environment.
3.2.3 Provide professional development focused on **student engagement, equity, and social-emotional learning** to support the diverse needs of all learners.

Enhance Family and Community Involvement
4.1.1 Expand **opportunities for parents and community members** to participate in student learning and school improvement initiatives.
4.1.2 Improve and modernize **school-to-home communication systems** to ensure families are informed about student progress, school events, and available resources.
4.1.3 Collaborate with site, district, and community partners to support **increased student attendance** through family engagement and targeted outreach.

These focused goals and actions represent a strategic response to our CSI designation. By aligning resources

with identified needs, we aim to significantly improve our graduation rate and ensure that every student is equipped for success in college, career, and life.

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: 8972) (DTS: 01/01/10)

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

Metric: Test Participation Rate on Districtwide Assessments

Action 1.1.1   (SiteGoalID: 8972) (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. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**

• **Action Plan: Assessment Planning and Implementation**
Goal:
Ensure effective and consistent assessment practices across all departments to support data-driven instruction and improve student outcomes.
Action Steps:
• **Collaborate with Instructional Coaches**
  ○ Work jointly with Instructional Coaches and content teachers to design a comprehensive assessment plan aligned to instructional goals and standards.
  ○ Establish an annual assessment calendar that includes benchmark, formative, and summative assessments.
• **Facilitate Collaborative Team Planning**
  ○ Schedule regular Collaborative Team meetings focused on assessment preparation, including selection of assessment tools and alignment with curriculum.
  ○ Support teams in using assessment data to inform instruction and identify areas of student need.
	Evaluation Measures:
	
	• Adherence to assessment schedule
	• Participation in Collaborative Team meetings
	• Analysis of assessment data to inform instruction
	• Improved student performance trends over time	

- **Assessment Administration**
  - Teachers will administer assessments according to the established schedule and protocols.
  - Ensure fidelity in administration to maintain consistency and reliability across classrooms.
- **Monitoring and Support**
  - Site leadership and instructional coaches will monitor assessment implementation.
  - Provide support and training as needed to ensure clarity and capacity for assessment delivery.

Resources Needed:

- Assessment tools and materials
- Time for Collaborative Team meetings
- Professional development on data analysis and assessment practices

Responsible Parties:

- Site Administration
- Instructional Coaches
- Teaching Staff

Timeline:

- Planning: Beginning of school year
- Implementation: Ongoing, aligned with the assessment calendar
- Review and Adjustment: Quarterly

Site Goal 1.2   (SiteGoalID: 8842) (DTS: 02/13/25)

- Increase percentage of students who meet all graduation requirements from 56.5% to 80%
- Reduce the distance from Standards in English Language Arts from 95.7 to 75.7

- Reduce the distrance from Standards in Math from 199.8 to 179.8

Instructional Framework

- **Student Talk**: Teachers will increase their effective use of **Student Talk** from 56% to 70% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).
- **Active Participation**: Teachers will increase their effective use of **Active Participation** from 62% to 70% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

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

Action 1.2.1   (SiteGoalID: 8842) (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. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Action Plan: Expanded Learning and Academic Recovery Support through High Quality Instruction Objective: To increase student proficiency and ensure on-time graduation by providing equitable, accessible, and targeted learning opportunities for students who are below grade level or not meeting proficiency standards in core academic areas including English Language Arts (ELA), Mathematics, Social Science, Science, and other graduation requirements. **Planned Actions:**	To evaluate the effectiveness of academic interventions and support strategies, the following data sources and monitoring systems will be used on an ongoing basis: **1. Graduation Metrics** • **Graduation Rate**: Track annual cohort graduation percentages to measure long-term success. • **Graduation Numbers**: Monitor the total number of students graduating each year, with disaggregated data by subgroup.	

1. **Extended Learning Opportunities**
   - Offer **before-school, after-school, weekend**, and **extended day programs** focused on academic intervention and enrichment.
   - Provide **summer options** with both acceleration and remediation options.
2. **Credit Recovery and Academic Support**
   - Implement **Edmentum** or a comparable credit recovery platform to support students in regaining course credits required for graduation.
   - Provide **additional class sections** and **small-group instruction** for targeted intervention during the school day.
3. **Supplemental Instructional Programs**
   - Facilitate **academic field trips** that enhance student engagement and real-world application of learning.
   - Offer **special weekend learning sessions** to reinforce core content.
   - Provide **presentations** and **field trips** to support instruction through enrichment and expanded student experiences. The focus of the actions will be to enhance classroom instruction, increase **College and Career Readiness**, foster **Social and Emotional Learning**, and/or strengthen life skills.
   - Purchase equipment, materials, supplies and subscriptions to supplement instruction.
4. **Staffing and Compensation**

2. **Academic Performance Indicators**

- **Grade Distribution Analysis**: Focus on reducing the number of students receiving D or F grades in core content areas.
- **Leadership Team D/F Protocol**: Implement a formal protocol for reviewing and addressing students with D/F grades through targeted interventions and support plans.
- **Credit Accumulation**: Monitor the average number of credits earned per student each term to ensure students are on track for graduation.

3. **Assessment and other Data**

- **CAASPP (California Assessment of Student Performance and Progress)**: Analyze results by content area and subgroup to inform instruction.
- **District and Site-Based Assessments**: Use formative and benchmark assessments to track progress and adjust instruction accordingly.
- **Dashboard, PowerBI and PIC Detail Report**: Use data from a variety of sources to modify plan as needed.

4. **Observation and Engagement Data**

- **Administrative Team Classroom Observation Data**: Utilize the **FONT (Focused Observation Note-Taking)** tool to identify trends in instructional delivery and student engagement.
- **Teacher Utilization Data**: Review teaching assignments and instructional groupings to ensure alignment with student needs and program goals.

5. **Stakeholder Feedback and Experience**

- Compensate **teachers, instructional aides, and support staff** for time spent beyond contracted hours in support of extended learning activities.
- Ensure adequate staffing to maintain **small student-to-teacher ratios** during intervention programs.
5. **Materials and Resources**
    - Purchase **allowable, reasonable, and necessary** instructional materials, technology, and supplies to effectively implement this plan and support student learning.
    - Ensure resources are aligned with standards-based instruction and culturally responsive practices.

- **Pre-/Post-Program Surveys**: Collect feedback from students and staff to measure growth in academic confidence, engagement, and perceptions of support.
- **Quarterly Credit Review Meetings**: Conduct structured, quarterly reviews of individual student credit status to ensure early identification of students at risk.

Expected Outcomes:

- Increased proficiency rates in ELA, Math, Science, and Social Science
- Reduction in the number of students off track for graduation
- Improved student engagement, academic confidence, and learning outcomes

Timesheets
Certificated:

- Title I: $10,000
- Sup Con: $10,000

Classified:

- Sup Con: $1500

Materials/Supplies/Equipment

- Title I: $2400
- Sup Con: $4500

Action 1.2.2   (SiteGoalID: 8842) (DTS: 04/16/25)

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	**Progress Monitoring**	**Evaluation**
Action Plan: Professional Development for High-Quality Instruction **Objective:** Provide robust, ongoing professional development opportunities to support curriculum development, instructional refinement, and implementation of the High Quality Instructional Framework, with a focus on meeting the diverse academic and social-emotional needs of all students, especially those in alternative settings. **Student Talk**: Teachers will increase their effective use of **Student Talk** from 56% to 70% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC). **Active Participation**: Teachers will increase their effective use of **Active Participation** from 62% to 70% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).	**Objective:** Ensure effective implementation of instructional improvement efforts and professional development through comprehensive, ongoing monitoring of instructional practices, student outcomes, and staff engagement. **Instructional Impact and Strategy Evaluation** • Monitor production and use of **instructional materials** developed during or following professional development. • Analyze **Illuminate Education data** to evaluate the effectiveness of instructional strategies aligned to the High Quality Instructional Framework. • Conduct regular **walk-through observations** with **Instructional Coaches and peer teams** to provide feedback and support implementation fidelity. • Utilize **Leadership Team monthly reviews** of **observational data** through tools such as FONT (Focused Observation & Note-Taking). • Document findings through **observation logs, summary**	

Key Strategies and Actions:

1. **Comprehensive Professional Learning Opportunities**
   - Offer access to **conferences, workshops**, and **job-embedded training** throughout the school year.
   - Provide **release time** during the academic year and **hourly pay or salary credit** for summer participation or work beyond contract hours.
   - Emphasize PD aligned with the **High Quality Instructional Framework (HQIF)** and evidence-based practices.
   - Teachers will **participate in classroom observations** once a semester utilizing the description of practice to support implementation of the instructional framework.
2. **Instructional Framework Support and Program Development**
   - Collaborate with **Instructional Coaches** and teacher leaders to:
     - Review and refine existing programs.
     - Implement effective instructional strategies.
     - Ongoing site PD and individual teacher support to fully integrate **Student Talk** into class instruction.
     - Ongoing site PD and individual teacher support to fully integrate **Active**

reports, and action steps for continuous improvement.

Student Achievement and Academic Progress

- Track **graduation rates** and **overall credit accumulation** to assess long-term student success and engagement.
- Monitor **grade distribution**, with a focus on **reducing D/F rates** in core academic subjects.
- Implement and review the **Leadership Team D/F Protocol**, ensuring timely intervention and support for struggling students.
- Analyze **student performance data** from **district and site assessments**, including **CAASPP**, to measure learning growth and standards mastery.
- Use **interim and summative assessment data** to inform instruction in collaboration with Instructional Coaches and grade-level or content-area teams.
- Evaluate student progress using metrics such as:
  - **Course grades and GPA trends**
  - **Credits earned per term**
  - **Progress toward graduation and post-secondary goals**

Professional Learning Accountability

- Collect and review **agendas, attendance rosters**, and **participant feedback surveys** from all professional development sessions.
- Monitor the alignment between PD content and instructional implementation through:
  - **Teacher self-reflection tools**

        Participation into class instruction.
- Support curriculum development tailored to student needs.
  - Invest in **books, materials, and resources** for professional learning, with a focus on **equity and culturally responsive practices**.

3. **PLC Implementation and Continuous Improvement**
   - Establish and enhance **Professional Learning Communities (PLCs)** that foster collaboration, data analysis, and instructional refinement.
   - Ensure PLCs support the **continuous improvement cycle** through regular review of student data and instructional outcomes.

4. **Specialized Training for Alternative Education Success**
   - Provide targeted training in **instructional strategies proven effective with students in alternative settings**.
   - Include sessions addressing both **academic and social-emotional learning (SEL)** needs.
   - Focus areas may include:
     - **Culturally responsive teaching**
     - **AVID instructional strategies**
     - **Technology integration for differentiation**
     - **Experiential and project-based learning**

5. **Core Instruction and Career Readiness Integration**

- **Follow-up coaching cycles**
- **Classroom observation trends**

Data-Driven Decision-Making

- Conduct **monthly data reviews** to:
  - Evaluate the effectiveness of instructional strategies
  - Identify trends and areas of need
  - Guide revisions to instructional approaches and professional learning priorities
- Leverage **Illuminate and other data platforms** to visualize patterns in student achievement, engagement, and instructional alignment.
- **Dashboard, PowerBI and PIC Detail Report**: Use data from a variety of sources to modify plan as needed.
- Engage **Leadership and Instructional Teams** in collaborative data inquiry to ensure shared ownership of student outcomes and next steps. Administration will utilize PIC data and collect data through FONT walkthrough to assess if instructional strategies have been implemented. Data gathered will be shared with staff at regular intervals through the year to guide continuous improvement.

- Deepen instructional expertise in **ELA, Math, Science, and Social Science** standards with a focus on **curricular rigor** and **interactive learning strategies**.
- Develop and implement **integrated thematic units** that connect core content to **Career and Technical Education (CTE)** pathways and promote **College and Career Readiness**.

6. **Resource Allocation**
   - Allocate funds to purchase **allowable, reasonable, and necessary materials and supplies** needed to implement all components of this Action Plan effectively.

<u>Timesheets</u>
Certificated:

- Title I: $10,000
- Sup Con: $10,000

Site Goal 1.3   (SiteGoalID: 9200) (DTS: 04/14/25)

- Increase percentage of students who meet graduation all graduation requirements from 56.5% to 80%.
- Provide opportunities for students to connect learning to college and career options to increase the relevance of learning and promote completion of graduation requirements.
- Increase number of student participants in CTE programs from 150 to 175. Increase percent completing CTE and earning high school diploma from 33.3% to 50%. Increase CTE Sequence Completion from 5% to 15%.

Metric: CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence

Action 1.3.1   (SiteGoalID: 9200) (DTS: 04/14/25)

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	**Progress Monitoring**	**Evaluation**
College and Career Readiness through CTE Pathways To strengthen students' connections to college and career opportunities, the school will promote increased enrollment in Career Technical Education (CTE) courses and other relevant programs. A multi-faceted approach will be implemented to engage students and support educators in delivering high-quality, industry-aligned instruction. **Action Steps:** • **Increase Student Participation:** Actively promote CTE course offerings to students and families through outreach, presentations, and student success stories to boost awareness and enrollment. • **CTE Outreach and Guidance Support:** Provide compensation through timesheets for CTE teachers conducting outreach with students. These efforts will include one-on-one and group sessions to assist students in developing personalized college and career plans, exploring training and certification options, and identifying post-secondary pathways. • **Student Career Readiness:** Equip students with foundational career skills—	The effectiveness of this action plan will be regularly evaluated using a comprehensive set of qualitative and quantitative measures to ensure continuous improvement in instructional practices and student outcomes. **Instructional Strategy Evaluation:** • Review of instructional materials produced and used to support strategy implementation. • Ongoing analysis of Illuminate Education data to evaluate the effectiveness of instructional strategies and inform instructional adjustments. • Review of interim and summative assessment data in collaboration with Instructional Coaches and site-based teams to assess student learning and instructional impact. **Student Achievement and Academic Progress:** • Monitoring of graduation rates and total number of graduates. • Tracking of credit accumulation per student, with emphasis on progress toward meeting graduation requirements. • Analysis of grade distribution data, with targeted focus on	

- such as communication, collaboration, critical thinking, and professionalism —that enhance success in both academic and career environments.
- **Professional Development:** Offer professional learning opportunities for CTE and core subject teachers to align instruction with current college and career readiness standards. Emphasis will be placed on integrating real-world applications, staying current with industry trends, and refining instructional strategies to improve engagement and outcomes.
- **Resource Allocation and Instructional Support:** Allocate funds to enhance the quality and rigor of CTE programs by purchasing allowable, reasonable, and necessary resources including:
  - Consumable supplies and instructional materials
  - Industry-standard equipment and educational software
  - Field trips aligned to career themes or post-secondary exploration
  - Professional development focused on instructional methodology and workforce trends

CTE Pathways Supported:

- Digital Media (Video Production)

Timesheets
Certificated:

- Sup Con: $8,000

Classified:

- Sup Con: $XXX

Materials/Supplies/Equipment

- reducing the number of D/F grades across courses.
- Implementation and ongoing review of the Leadership Team's D/F Protocol to support struggling students.

Assessment Data Review:

- Use of CAASPP results and other state, district, and site-based assessments to evaluate student performance and inform instructional planning.
- Periodic data dives with Instructional Coaches to examine trends and identify areas for intervention and enrichment.

Classroom Observations and Instructional Support:

- Monthly review of classroom observational data using the FONT tool, conducted by the Leadership Team.
- Walk-through observations conducted collaboratively with Instructional Coaches and peer teams to identify effective practices and areas for refinement.

Professional Development Monitoring:

- Collection and review of agendas, rosters, and feedback surveys from professional development sessions to evaluate implementation fidelity and educator satisfaction.
- Monitoring teacher engagement with PD topics related to college and career readiness, instructional strategy development, and industry-aligned content.

Student-Level Impact:

- Analysis of individual student progress through grades earned, credits accumulated, and achievement of personalized academic goals.

• Sup Con: $2500	• Use of student data to refine instructional strategies and ensure alignment with learning needs.	

Site Goal 1.4   (SiteGoalID: 9283) (DTS: 04/17/25)

- Increase graduation rate of English Learners from 55.2% to 70%
- Increase graduation rate of Long-term English Learnings from 44.4% to 70%
- Increase reclassificaiton of EL students from 18% to 25%
- Increase reclassification of Long-term EL students from 24% to 30%

Metric: Reclassified - Percent of English Learners Reclassified

Action 1.4.1   (SiteGoalID: 9283) (DTS: 04/17/25)

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. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Supporting English Learners for Academic Achievement and Reclassification To support the school's English Learner (EL) reclassificaiton goals, increase overall academic achievement, and raise graduation rates for EL students, the school will implement a multi-tiered approach focused on professional development, instructional collaboration,	**English Learner Achievement and Redesignation** The effectiveness of strategies aimed at supporting English Learners will be monitored through a combination of assessment data, observation, staff input, and outcome metrics. Progress will be regularly reviewed by site leadership and instructional teams to inform decision-making and ensure continuous improvement.	

targeted student support, and family engagement.

Action Steps:

- **Professional Development for EL Instructional Strategies:**
  Provide teachers with high-quality professional development focused on research-based instructional strategies proven effective for English Learners. Emphasis will be placed on scaffolding techniques, integrated and designated ELD instruction, and the development of academic language across content areas.
- **Collaboration and Coaching Support:**
  Allocate release time for teachers to engage in structured collaboration with colleagues and Instructional Coaches. These sessions will be used to analyze student data, plan differentiated instruction, and implement EL-specific strategies effectively.
- **EL Services Coordination:**
  Timesheet certificated and/or classified personnel to assist with the coordination of EL services, ensuring compliance with state and federal guidelines and supporting student success. Responsibilities will include maintaining documentation, EL/RFEP monitoring, facilitating communication with families, and coordinating reclassification efforts.
- **Assessment Administration and Data Collection:**
  Certificated staff will administer required state and local assessments for EL students, including the ELPAC and other district or site assessments, to monitor language development and academic progress.

Assessment and Academic Performance Metrics:

- **ELPAC (English Language Proficiency Assessments for California):**
  Annual and interim assessment results will be used to track English language development and guide instruction for EL students.
- **CAASPP (California Assessment of Student Performance and Progress):**
  Disaggregated data for EL students will be analyzed to monitor performance in ELA, Math, and other tested areas.

Instructional Implementation and Staff Feedback:

- **EL Strategy Implementation Surveys:**
  Surveys will be conducted with teachers to assess implementation of EL instructional strategies and identify areas for additional support or training.
- **EL-Specific Walkthrough Observations:**
  Site leaders and instructional coaches will conduct regular classroom walkthroughs using EL-focused observation tools to gather data on instructional practices and student engagement with Academic Language.

Outcome-Based Indicators:

- **Redesignation Rate and Numbers:**
  Track the number and percentage of English Learners reclassified as Fluent English Proficient (RFEP) annually to evaluate student progress and program effectiveness.
- **Graduation Rate and Numbers for EL Students:**
  Monitor the percentage and number of EL students graduating on time to

- **Translation and Communication Support:** Arrange for translation and interpretation services as needed to ensure effective communication with EL families regarding student progress, school events, and academic requirements.
- **Family Engagement through ELAC:** Support and promote participation in the English Learner Advisory Committee (ELAC) by providing light refreshments, materials, and translation services. ELAC meetings will serve as a platform for input, planning, and fostering connections between families and the school.
- **Materials and Supplies:** Purchase allowable, reasonable, and necessary materials and supplies to support the implementation of EL-focused strategies and initiatives outlined in this plan.

Timesheets
Certificated:

- EL Sup: $1800

Materials/Supplies/Equipment

- EL Sup: $500

measure long-term academic achievement and post-secondary readiness.

Data Review and Continuous Improvement:

- **Review of PICSee (or similar platform) Data by Site Leadership Team:** Regular analysis of PICSee data, including EL progress indicators and intervention tracking, will support data-driven instructional planning and inform future professional development needs.

Funding Sources for District Goal 1 (DEV - LCAP ID: 785)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries

Title I – Basic (4900/3010)	20000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	4400	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	1000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	20000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	1500	Classified- Timesheets
Supplemental/Concentration (7201/0000)	5000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	1800	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	500	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	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

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**

their needs to close achievement, opportunity, and relationship gaps.

- **Students in Foster Youth Disparity**

Site Goal 2.1   (SiteGoalID: 8843) (DTS: 02/13/25)

Graduation Rate for African American Students will improve from 59.9% to 70% by the end of the 2025-2026 school year.
Chronic Absenteeism for African American Students will improve from 82.7% to 60% by the end of the 2025-2026 school year.
Attendance Rate for African American Students will improve from 76.9% to 90% by the end of the 2025-2026 school year.

Metric: African American Disparity

Action 2.1.1   (SiteGoalID: 8843) (DTS: 02/13/25)

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. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

Action Plan
 	
Equity, Inclusion, and Student Voice
To advance equity, inclusion, and student achievement, the site will implement the following actions:
 	
• **Establish a Student Equity Council** to elevate student voice and leadership. The Council will provide input and recommendations to site leadership, staff, and the School Site Council regarding equity, school climate, and student success initiatives.
• **Participate in regional equity collaboration through MTREC (Monterey Trail Regional Equity**
	Progress Monitoring
	
	To ensure continuous improvement and alignment with equity-focused objectives, the following methods will be used to monitor progress:
	
	1. **Administrative Observations and Meeting Documentation**
	   ◦ Conduct regular observations by site administrators to monitor implementation of equity-driven practices.
	   ◦ Review meeting agendas, notes, and action items from Student Equity Council, AAPAC, MTREC, and stakeholder meetings to document engagement,
		Evaluation

Coalition) to analyze student outcome data, identify disproportionalities, and share best practices. Establish and host **site-based African-American/Black Parent Advisory Council (AAPAC) meetings** to gather input, foster engagement, and co-create strategies for improved student outcomes.

- **Engage community partners**, including Innovation Bridge, Improve Your Tomorrow (IYT), and others, to inform site practices and design responsive supports based on student and family needs. Collaborate with these partners to implement and act upon recommendations that support academic achievement, mental health, and personal growth for all students—particularly youth of color and other underrepresented groups.
- **Work with IYT and similar organizations** to deliver mentoring, academic guidance, and college/career readiness support tailored to underrepresented student groups.
- **Expand access to culturally relevant experiences** by organizing guest speakers, performances, and field trips that help students connect their education to future goals, leadership, and identity development.
- **Allocate funds for allowable, reasonable, and necessary materials and supplies** to support implementation of this goal, including meeting resources, student incentives, event materials, and partnership support needs.

Contracts/Services

- Title I: $1000

progress, and next steps.

2. **Data Analysis and Outcome Review for Targeted Student Groups**
   - Analyze academic and behavioral outcome data disaggregated by student subgroups, with a specific focus on disproportionality. Metrics include:
     - Graduation rates
     - Discipline incidents and referrals
     - GPA distribution
     - D/F rates across courses
     - Student survey and climate data
   - Use findings from student focus groups and stakeholder input to identify trends, inform decisions, and revise action steps as needed.

Funding Sources for District Goal 2 (DEV - LCAP ID: 785)

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)	8600	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: 8844) (DTS: 02/13/25)

- Increase attendance from 75.7% to 90% for all students with an emphasis on students at risk of not graduating on time.
- Reduce chronic absenteeism from 81.6% to 60%.
- Increase percentage of students who meet graduation all graduation requirements from 56.5% to 80%.
- Reduce dropout rate from 22.7% to 10%.

Metric: Active Participation

Action 3.1.1   (SiteGoalID: 8844) (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. - In March, summarize your data collection results. - Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Student Academic Support, Attendance Improvement, and Engagement through Extracurricular Activities	To evaluate the effectiveness of the action plan and ensure continuous improvement, the	

Identify and Support At-Risk Students

Establish a regular process for teachers to provide input on students who are not passing one or more classes. The Leadership Team will meet individually with these identified students to discuss academic challenges, gather feedback on what is or isn't working, and co-develop strategies for improvement and support. Follow-up meetings and progress checks will be conducted regularly.

Increase Attendance and Reduce Chronic Absenteeism

Partner with site, district, and community-based resources to increase daily attendance and decrease chronic absenteeism. Monitor attendance data weekly and initiate timely outreach to students and families. Staff will utilize multiple forms of communication (phone calls, home visits, digital platforms) to build strong family partnerships and remove attendance barriers. Implement schoolwide Positive Behavioral Interventions and Supports (PBIS) and other proactive initiatives to promote the importance of attendance, including incentive programs, student recognition, and classroom-level activities that reinforce daily engagement.

Parent and Family Engagement for Attendance Monitoring

Provide training and support for families on how to monitor their student's attendance using platforms such as ParentVue. Increase family access to attendance data and tools through workshops, bilingual communications, and targeted outreach. Timesheet staff for extended hours to plan and deliver effective outreach and training for parents and guardians.

Enhance Student Engagement Through Extracurricular Activities

Offer intramural afterschool sports and a variety of extracurricular

following data sources and strategies will be used:

- **Attendance Metrics**
    - Daily attendance tracking and monthly reports
    - Chronic absenteeism rates disaggregated by grade level, subgroup, and intervention participation
    - ParentVue usage data to monitor family engagement with attendance
- **Academic and Engagement Data**
    - Progress report grades and credit accumulation
    - Graduation rate and on-track indicators for targeted student groups
    - Participation rates in extracurricular and intramural programs
    - Student Engagement metrics collected through surveys and observational data
- **Behavior and Climate Indicators**
    - Behavior referral trends and suspension data
    - Implementation and effectiveness of PBIS initiatives
    - California Healthy Kids Survey (CHKS) results
    - Annual School Climate Survey for students, staff, and parents
- **Qualitative Feedback and Monitoring Systems**
    - Student team check-ins and individual progress conferences
    - Student, staff, and parent perception surveys conducted regularly
    - Monthly Leadership Team data reviews focused on attendance, academic, and engagement trends
    - Monthly Tier II Team reviews of students

opportunities designed to build positive relationships, increase school connection, and motivate attendance and academic participation. Activities will be open to all students with targeted encouragement for at-risk youth. Register participating students and timesheet certificated and classified staff for hours beyond their contracted time. Purchase necessary materials, supplies, uniforms, and equipment to ensure inclusive and high-quality program implementation. **Budget and Resource Use** We will purchase all allowable, reasonable, and necessary materials, equipment, and supplies to fully implement this action plan and achieve the intended outcomes. **Timesheets** **Certificated:** - Sup Con: $3500 **Classified:** - Sup Con: $1000 **Contracts/Services** - Sup Con: $2500	receiving targeted supports and interventions All data will be reviewed collaboratively by site leadership, instructional teams, and support staff to inform responsive adjustments, improve practices, and guide resource allocation.	

Site Goal 3.2   (SiteGoalID: 9335) (DTS: 04/21/25)

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

- Reduce Suspension rate from 22.7% to 10%
- Reduce disproportionality in discipline by reducing the suspension rate for African American students from 13.5% to 4%
- Increase attendance from 75.7% to 90%
- Reduce chronic absenteeism from 81.6% to 60%.
- Increase percentage of students who meet graduation all graduation requirements from 56.5% to 80%.
- Reduce dropout rate from 18.9% to 10%

Metric: Cohort Graduation Rate

Action 3.2.1   (SiteGoalID: 9335) (DTS: 04/21/25)

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
 	
School Climate and Student Support
Implement and sustain a comprehensive system of positive behavior supports to foster a safe, inclusive, and engaging school environment. Core components include PBIS (Positive Behavioral Interventions and Supports), Restorative Practices, and the Character Strong curriculum. These initiatives will promote personal growth, community connection, and positive school culture.
Key Actions and Strategies:
 	
• **Positive Behavior Systems:**
  ○ Implement PBIS structures schoolwide, with consistent behavioral expectations and reinforcement systems.
  ○ Utilize restorative practices to build relationships, resolve conflict, and reduce exclusionary discipline.
  ○ Incorporate Character Strong and other SEL instruction to help
	Progress Monitoring
	
	Progress Monitoring for School Climate and Student Support Action Plan
	To ensure the effectiveness of the schoolwide implementation of PBIS, Restorative Practices, Character Strong, and equity-focused supports, the following progress monitoring measures will be used:
	Data Collection Tools & Surveys
	
	• **Student, Staff, and Parent Surveys** – Regularly administered to assess perceptions of school climate, support systems, and inclusivity.
	• **California Healthy Kids Survey (CHKS)** – Measures student connectedness, mental health, and safety.
	• **PBIS Surveys and Assessments**:
	  ○ **Self-Assessment Survey (SAS)** – Completed annually by school staff to assess PBIS implementation fidelity.
	  ○ **Tiered Fidelity Inventory (TFI)** – Used to assess the extent to
		Evaluation

students develop personal responsibility, empathy, and community-minded behavior.

- **Materials and Incentives for PBIS Implementation:**
  - Purchase and install banners, signage, and instructional materials aligned with PBIS expectations.
  - Allocate funding for the PBIS Rewards Program, including student recognition materials, enrichment opportunities, and related program costs.
  - Support the purchase and installation of positive messaging and public displays to enhance campus culture.
- **Professional Development:**
  - Provide ongoing professional learning opportunities, including site and district workshops, books, and conferences.
  - Focus areas include PBIS, restorative practices, and culturally responsive strategies that reduce exclusionary discipline and increase equitable student outcomes.
  - Include specialized training on student engagement, motivation, and participation in virtual or hybrid learning environments (e.g., programs like Boomerang).
- **Community and Equity Partnerships:**
  - Participate in regional equity initiatives such as MTREC (Monterey Trail Regional Equity Coalition).
  - Establish site-based Parent Advisory

which PBIS Tier I, II, and III practices are implemented with fidelity.

Behavior and Discipline Data

- **PBIS Data Reports** – Tracks student behavior, rewards, and interventions.
- **Disaggregated Discipline Data** – Includes suspension and expulsion rates, behavioral referrals, and exclusionary actions, analyzed by subgroup to monitor disproportionality.
- **Referrals to Support Services** – Monitored to track student access to mental health, academic, and other intervention supports.
- **Implementation of Tier III Interventions** – Progress will be tracked for students receiving individualized intensive support.

Equity and Engagement Monitoring

- **Student Focus Group Outcome Analysis** – Examine graduation rates, GPA, D/F rates, and discipline data with emphasis on identifying and addressing disproportionalities.
- **Student Feedback Surveys/Discussions** – Gather input after key student engagement activities, such as motivational speaker events or community-building sessions.
- **Attendance and Participation Rates** – Analyze changes in attendance, chronic absenteeism, and participation in schoolwide events and programs.
- **Advocacy and Parent Engagement Metrics** – Measure involvement in Parent Advisory Councils, surveys, and feedback mechanisms.

Councils to analyze student outcomes, gather input, and help develop equity-focused action plans.
  - Collaborate with community partners (e.g., Innovation Bridge, Improve Your Tomorrow) to provide academic, social-emotional, and wraparound support for youth of color and other underserved populations.
- **Student Engagement and Recognition:**
  - Host motivational speakers and student assemblies to inspire student participation and promote a positive learning mindset.
  - Provide school-branded promotional items (e.g., banners, t-shirts, school supplies) to build school spirit, increase student engagement, and foster community belonging.

Resource Allocation:
We will purchase all allowable, reasonable, and necessary materials, services, and supplies to implement the initiatives outlined in this action plan effectively.

Timesheets
Certificated:

- Sup Con: $3500

Classified:

- Sup Con: $600

Contracts/Services

- Title I: $2500

Professional Development & Instructional Practice

- **Professional Development Agendas and Rosters** – Documentation of staff participation in PD related to PBIS, Restorative Practices, equity, and student engagement.
- **Classroom and Administrative Observations** – Ongoing walk-throughs and formal observations to monitor implementation of behavior and engagement strategies.
- **Meeting Agendas and Notes** – From site leadership and Tier II teams reviewing behavioral and academic interventions and outcomes.

Student Academic Outcomes

- **Grade Distribution Reports** – Track reduction in D/F grades across content areas.
- **Credit Accumulation Data** – Monitor increases in earned credits per student, especially for at-risk populations.
- **Graduation Rate and GPA Analysis** – Reviewed by student group to identify trends and address gaps in achievement.

Funding Sources for District Goal 3 (DEV - LCAP ID: 785)		
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)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	7000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	1600	Classified- Timesheets
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	5000	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

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: 8845) (DTS: 02/13/25)

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

- Increase attendance from 75.7% to 90% for all students.
- Reduce chronic absenteeism from 81.6% to 60%.
- Increase percentage of students who meet graduation all graduation requirements from 56.5% to 80%.
- Reduce dropout rate from 18.9% to 10%.

Metric: Percent Chronically Absent

Action 4.1.1   (SiteGoalID: 8845) (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. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan **Family and Community Engagement and Support for**	**Progress Monitoring** **Family and Community Engagement and Support for**	**Evaluation**

Student Success

To strengthen school-home partnerships and enhance student outcomes, the school will increase opportunities for parents and community members to become informed, involved, and active participants in school activities and student success efforts. The following actions will be taken:

- **Parent and Community Outreach:**
  Host and promote a series of *Parent Information Nights* throughout the year on relevant academic, social-emotional, and wellness topics aligned with school and community interests.
- **Support Structures and Resources:**
  Collaborate with site, district, and community-based organizations to provide resources and guidance to parents and families, including support for navigating academic pathways, attendance concerns, mental health services, and community programs.
- **Stakeholder Engagement and Leadership:**
  Support active parent participation in site and district advisory committees, including:
    - District Advisory Committee (DAC)
    - English Learner Advisory Committee (ELAC)
    - Rio and Monterey Trail Regional Equity Council (MTREC)
- **Regional Equity Initiatives:**
  Participate in MTREC regional equity meetings and establish a *Site-Based Parent Advisory Council* to review outcomes, provide feedback, and assist in developing site-specific equity-based action plans.

Student Success

To ensure effective implementation and measure impact, the following data sources and review practices will be utilized on an ongoing basis:

- **Parent and Community Engagement:**
    - *Parent Night Topic Survey* results collected after each event to assess relevance and inform future planning
    - Agendas, sign-in sheets, and rosters from Parent Nights, ELAC, DAC, MTREC, and advisory meetings to track participation
    - *Student, staff, and parent surveys* administered at regular intervals to measure perceptions of communication, engagement, and school climate
    - *CHKS (California Healthy Kids Survey)* data to evaluate family-school relationships and connectedness
- **Academic Support and Outcomes:**
    - *D/F Grade Reports* reviewed twice per term by the site Leadership Team to identify students in need of support
    - Implementation of a follow-up protocol for outreach and intervention with individual students and families
    - Sharing of relevant academic and behavioral data with site staff and families twice per term to encourage collaborative support strategies
    - Graduation rates tracked annually and disaggregated to identify and address gaps in outcomes

- **Community Partnerships:** Act on actionable recommendations from MTREC, Innovation Bridge, Improve Your Tomorrow (IYT), and other district and community partners to support improved academic, social, and personal outcomes for all students, especially youth of color and underrepresented populations.
- **Family and Community Events:** Sponsor inclusive school events that promote family and community engagement, providing *allowable, reasonable, and necessary* materials, supplies, and refreshments as needed.
- **Communication Strategies:** Enhance school-home communication through multi-platform messaging, including School Messenger, the RCHS website, Facebook, TeacherVue, and other digital and print formats. Utilize the *Video Production Program* and other site resources to develop and share student-created content that highlights school events, student achievements, and parent opportunities. Staff support for this initiative may include compensation for work beyond contracted hours.
- **Title I Engagement:** Provide targeted outreach and engagement opportunities for families of all students to become informed participants in the school's *Title I Program*. Ensure parents are aware of services, resources, and their rights. Incorporate Parent Information Nights and multilingual support when applicable.
- **Attendance and Family Support:**

- **Communication and Outreach Effectiveness:**
  - Monitoring usage and engagement data from School Messenger, Facebook, TeacherVue, and school website updates
  - *Review of PICSee data* by site Leadership Team to assess overall effectiveness of outreach and messaging strategies
  - Evaluation of student-produced content via the Video Production program to ensure alignment with engagement goals
- **Attendance and Tiered Intervention:**
  - Attendance and *chronic absenteeism rates* monitored monthly
  - Monthly review of *case management reports* by Tier II and Tier III Teams to ensure follow-up and intervention plans are in place
  - Evaluation of the effectiveness of home visits, phone outreach, and PBIS implementation in improving attendance
- **Leadership Oversight:**
  - Ongoing monitoring and analysis of all engagement and academic data by the site Leadership Team during monthly leadership meetings
  - Use of findings to inform continuous improvement of engagement strategies and communication practices

Collaborate with school and district personnel to improve attendance and reduce chronic absenteeism through proactive outreach strategies including:
- Positive Behavior Interventions and Supports (PBIS) to emphasize the importance of daily attendance
- Personalized follow-up by parent liaisons and/or classified staff, including phone calls and home visits
- Case management systems to coordinate academic and social-emotional support and reduce attendance barriers for students and families
- **Resource Allocation:** Purchase all necessary, reasonable, and allowable materials, supplies, and refreshments required to implement the components of this Family and Community Engagement Action Plan effectively.

Timesheets
Certificated:

- Title I: $2860

Classified:

- Title I: $1000

Materials/Supplies/Equipment

- Title I: $1000

Funding Sources for District Goal 4 (DEV - LCAP ID: 785)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	2861	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	1000	Classified- Timesheets
Title I – Basic (4900/3010)	1000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	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)	500	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	$0	$0	$0	$0
Certificated- Timesheets	$20000	$0	$0	$2861	$22861
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$1000	$1000
Materials/Supplies/Equipment	$4400	$0	$0	$1000	$5400
Contracts/Services/Subscriptions	$1000	$8600	$0	$0	$9600

Title I – Basic (4900/3010) Total: **$38,861**

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$20000	$0	$7000	$0	$27000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$1500	$0	$1600	$0	$3100
Materials/Supplies/Equipment	$5000	$0	$0	$0	$5000
Contracts/Services/Subscriptions	$0	$0	$5000	$0	$5000

Supplemental/Concentration (7201/0000) Total: **$40,100**

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$1800	$0	$0	$0	$1800
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$500	$0	$0	$0	$500
Contracts/Services/Subscriptions	$0	$0	$0	$500	$500

EL Supplemental (7250/0000) Total: **$2,800**

Justification of School-Wide Use of Funds

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

N/A

V. Funding

Rio Cazadero High School (527) | 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	$38,861	$25,400	$8,600	$0	$4,861	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	$40,100	$26,500	$0	$13,600	$0	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	$2,800	$2,300	$0	$0	$500	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$81,761	$54,200	$8,600	$13,600	$5,361	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$38,861
Subtotal of state or local funds included for this school	$42,900

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