Cosumnes Oaks High School

Local Control Accountability Plan (LCAP) 2021-2022

Principal: JUAN JAUREGUI JR

County-District-School (CDS) Code: 34673140116897

Elk Grove Unified School District
Elk Grove, California

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

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 Classroom Instruction and Curriculum
- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action
- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness
- All students will have an equitable opportunity to learn in a 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 involve family and community partners.

Stakeholder Engagement

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?
Cosumnes Oaks High School (COHS) engaged stakeholders utilizing surveys and discussion through multiple avenues of communication. The stakeholders targeted for each survey are in parentheses following the title of survey. The following were utilized to gather data: LCAP Needs Analysis Survey (all stakeholders) , EGUSD Parent Survey (all COHS parents), California Healthy Kids Survey (all grade levels: 9, 10, 11, 12) , EGUSD Culture/Climate Survey (all stakeholders), Senior Survey (graduating COHS seniors), PBIS Tiered Fidelity Inventory (all COHS staff), EGUSD Social Emotional Learning Survey (all stakeholders), and the Family and Community Engagement Survey (all COHS parents).   Student achievement data was also utilized in making recommendations for the 2020-2021 LCAP. This data was presented in Instructional Leadership Team meetings to be shared in department and School Site Council meetings.. Metrics used to identify areas of need are as follows: A-G Completion, AP/Honors Participation and Performance, Academy and Pathway Completion and Participation (including student access to CTE courses), College Attendance, Graduation Rate, CELDT score growth, EL student Redesignation and Progress Toward English Proficiency, Suspension/Expulsion Data, CAASPP Results, EAP, and UC/CSU Preparedness.   ELAC met on 8/27/2020 and 12/16/2020. ELAC met on those two dates, and EL Assessment was conducted and evaluated. ELAC members delegated ELAC responsibility and authority to SSC at the 12/16/20 meeting.   COHS School Site Council met 9/29/2020, 10/15/2020, 11/19/2020, 12/17/2020, 3/4/2021, 4/15/2021, 4/29/2021, 5/13/2021. Stakeholder feedback was solicited through a web site and a Zoom stakeholder meeting on 4/15/2021.
Impact of LCAP and Annual Update
How did these consultations affect the LCAP for the upcoming year?
The School Site Council, Instructional Leadership Team, and Administrative Team reviewed and discussed stakeholder feedback. Much of the 2021-2022 LCAP plan will continue the goals and actions of the 2020-2021 LCAP to continue the momentum of current initiatives including Learning Targets and Success Criteria, Equity, Restorative Practices, and PBIS. Advocacy will return for the 2021-2022 school year to serve as a method to communicate lessons and initiatives.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
In 2021 Cosumnes Oaks High School was identified as an Alternative Targeted Support and Improvement (ATSI) school because one of our subgroups, Students with disabilities (SWD), needs additional targeted support to meet growth goals. As a result of our needs assessment, additional resources have been allocated to support the increase in achievement for the identified subgroups. 1.1.1 2. Teachers will participate in professional development on how to utilize Universal Design for Learning strategies. Teachers will then develop

and implement ELA and literacy standards-based lessons that are based on Universal Design for Learning (UDL) principles to ensure support for students with disabilities. Release time and time-sheet hours will be used to allow teachers to develop, evaluate and refine their lessons as well as review student progress. Each department will be provided with easel white boards, tracking cameras and equipment, and portable document cameras in order to target English Learner and SWD students in instruction.

1.2.1
2. Teachers will participate in professional development on how to utilize Universal Design for Learning strategies. Teachers will then develop and implement math standards-based lessons that are based on Universal Design for Learning (UDL) principles to ensure support for students with disabilities. Release time and time-sheet hours will be used to allow teachers to develop, evaluate and refine their lessons as well as review student progress.
The department will be provided with easel white boards, tracking cameras and equipment, and portable document cameras in order to target English Learner and SWD students in instruction.

1.2.2
2. Provide timesheet hours for Math 1, Math 2, and Math 3 teachers to create an intervention system for struggling students, including SWD. Progress will be tracked through IXL, Illuminate assessments, and grade reports.

1.3.1
2. Special education case managers and counselors will collaborate to review IEPs, A-G progress, and college and career goals. Release time and time-sheet hours will be used to allow special education managers and counselors to work on A-G progress, career goals, and student academic needs.

3. Special education case managers will receive AVID Tutorology training from the AVID coordinator in order to refine strategies used in Study Skills courses. Study Skills courses provide SWD support in A-G courses. AVID coordinator and teachers will be given release time and training in support of this action.

1.4.2
1. Provide academic counseling support for Students with Disabilities to encourage joining a CTE pathway. No funding will be needed for this action step.

1.5.2
1. Provide academic counseling support for students with disabilities to encourage joining AP courses.

3.4.2
Recruit students, with a focus on African American students and Students with Disabilities, to participate in field trips, academic competitions, and student enrichment opportunities, including exposure to real-life applications of content, restorative practices, equity, and student voice. Funding will be used to pay for transportation, registration, and field trip destination fees.

4.1.1
3. Counselors and teachers will develop and present Advanced Placement and Career Technical Education Parent Nights at least twice a year. Information about the COHS Advanced Placement, Career Technical Education, and Pathways programs will be presented to parents and students in hopes of student recruitment, especially with our students with disabilities and African American students. Timesheet hours will be provided to certificated and classified employees who assist in facilitating the event.

4.1.3
3. Administration and case managers will directly communicate with the parents of SWD (via phone call, email, School Messenger), to invite them to events such as Back to School Nights, Parent Meetings, and Parent Universities. No funding needed for this action step.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	**Students need high quality classroom instruction and curriculum as measured by:** • **A-G Completion** • **Access to Courses (Honors, AP/IB, CTE)** • **AP/IB Exams** • **CAASPP** • **Content Standards Implementation** • **CTE Sequence Completion** • **EAP** • **Other (Site-based/local assessment)** • **Progress toward English Proficiency** • **Redesignation** • **Teacher Assignment**
Site Goal 1.1	
English Language Arts (ELA) Increase the percent of all students who have scored Met or Exceeded on the ELA CAASPP assessment by 6% from 71% to 77%. Increase the percent of Students with Disabilities who have scored Met or Exceeded on the ELA CAASPP assessment by 6% from 34% to 40%.	
Metric: CAASPP	

Actions/Services 1.1.1

Principally Targeted Student Group

• All • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Professional Development 1. Teachers will participate in professional development on how to utilize Learning Targets and Success Criteria. They will then develop and implement ELA and literacy standards-based lessons that embed Learning Targets and Success Criteria to effective monitoring of student learning. Release time and time-sheet hours will be used to allow teachers to develop, evaluate and refine their lessons as well as review student progress. 2. Teachers will participate in professional development on how to utilize Universal Design for Learning strategies. Teachers will then develop and implement ELA and literacy standards-based lessons that are based on Universal Design for Learning (UDL) principles to ensure support for students with disabilities. Release time and time-sheet hours will be used to allow teachers to develop, evaluate and refine their lessons as well as review student progress. Each department will be provided with easel white boards, tracking cameras and equipment, and portable document cameras in order to target English Learner and SWD students in instruction. The library will receive funding to purchase materials that target SWD. A reserve is included for further professional development opportunities and technology needs.	1. Hattie, J. (2012). *Visible learning for teachers maximizing impact on learning*. London: Routledge. 2. Pearson, M. (2015). *Modeling universal design for learning techniques to support multicultural education for pre-service secondary educators* Multicultural Education; Hall, T. E., Meyer, A., & Rose, D. H. (2012). *Universal design for learning in the classroom: practical applications*. New York: Guilford Press.; Rief, S. F. (2005). *How to reach and teach Add/Adhd children: practical techniques, strategies, and interventions*. San Francisco: Jossey-Bass.	1. Review a random sampling of student reading and writing samples based on the learning targets and success criteria developed by teachers. Determine whether students are consistently meeting their success criteria as they relate to the ELA standards. 2. Review a random sampling of student reading and writing samples from lessons that were developed using UDL principles. Determine whether students with disabilities were able to access the curriculum and successfully complete their assignments.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$3500	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	$13000	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	$6000	Materials/Supplies/Equipment	Edit	Delete

Site Goal 1.2

Math
Increase the percent of students who have scored Met or Exceeded on the Math CAASPP assessment by 6% from 54% to 60%.
Increase the percent of Students with Disabilities who have scored Met or Exceeded on the Math CAASPP assessment by 6% from 24% to 30%.

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group

• All • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

Professional Development

1. Teachers will participate in professional development on how to utilize Learning Targets and Success Criteria. They will then develop and implement math standards-based lessons that embed Learning Targets and Success Criteria to effective monitoring of student learning. Release time and time-sheet hours will be used to allow teachers to develop, evaluate and refine their lessons as well as review student progress.

2. Teachers will participate in professional development on how to utilize Universal Design for Learning strategies. Teachers will then develop and implement math standards-based lessons that are based on Universal Design for Learning (UDL) principles to ensure support for students with disabilities. Release time and time-sheet hours will be used to allow teachers to develop, evaluate and refine their lessons as well as review student progress.
The department will be provided with easel white boards, tracking cameras and equipment, and portable document cameras in order to target English Learner and SWD students in instruction.
A reserve is included for further professional development opportunities and technology needs.

1. Hattie, J. (2012). *Visible learning for teachers maximizing impact on learning*. London: Routledge.

2. Pearson, M. (2015). *Modeling universal design for learning techniques to support multicultural education for pre-service secondary educators* Multicultural Education; Hall, T. E., Meyer, A., & Rose, D. H. (2012). *Universal design for learning in the classroom: practical applications*. New York: Guilford Press; Rief, S. F. (2005). *How to reach and teach Add/Adhd children: practical techniques, strategies, and interventions*. San Francisco: Jossey-Bass.

1. Review a random sampling of student work samples based on the learning targets and success criteria developed by teachers. Determine whether students are consistently meeting their success criteria as they relate to the Math standards.

2. Review a random sampling of student work samples from lessons that were developed using UDL principles. Determine whether students with disabilities were able to access the curriculum and successfully complete their assignments.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$5000	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	$2500	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	$5000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.2.2

Principally Targeted Student Group

• All • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide math support courses to teach students additional strategies and skills to be successful in Math 2 and Math 3. Collaboration time will be provided to Support class teachers and Math teachers, as well as time for data analysis from the Illuminate online assessment platform. 2. Provide timesheet hours for Math 1, Math 2, and Math 3 teachers to create an intervention system for struggling students, including SWD. Progress will be tracked through IXL, Illuminate assessments, and grade reports.	1. Myers, J. A., Wang, J., Brownell, M. T., & Gagnon, J. C. (2015). *Mathematics interventions for students with learning disabilities (LD) in secondary school: A review of the literature* Learning Disabilities Worldwide; Khiat, H. (2013). *A qualitative study of coping strategies in secondary level mathematics learning: A psycho-analytic perspective* Turkish Online Journal of Qualitative Inquiry.	1. Pre and post assessments that demonstrate student learning in Math 2 and Math 3 courses. Comparison of math scores from previous school year to current school year for the students enrolled in the support classes. Performance of students enrolled in the support class compared to those students who are not enrolled in the support classes. 2. IXL and Illuminate student progress reports will provide feedback on student growth in Math and Math 3.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$6000	Certificated Salaries	Edit	Delete

Site Goal 1.3	

A-G Completion
Increase the percent of all graduates meeting A-G requirements by 4% from 66.4% to 70.4%.
Increase the percent of Students with Disability graduates meeting A-G requirements by 6% from 2.5% to 8.5%.

Metric: A-G Completion	

Actions/Services 1.3.1

Principally Targeted Student Group

• All • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. The counseling team will meet with every student on their caseload to develop a four year graduation plan. The plan will include steps to complete A-G courses and include plans for college and career. Release time and time-sheet hours will be used to allow counselors on these plans.

2. Special education case managers and counselors will collaborate to review IEPs, A-G progress, and college and career goals. Release time and time-sheet hours will be used to allow special education managers and counselors to work on A-G progress, career goals, and student academic needs.

3. Special education case managers will receive AVID Tutorology training from the AVID coordinator in order to refine strategies used in Study Skills courses. Study Skills courses provide SWD support in A-G courses. AVID coordinator and teachers will be given release time and training in support of this action. | E. M. Allensworth, and J.Q. Easton (2005). The on-track indicator as a predictor of high school graduation. Chicago, IL: University of Chicago, Consortium on Chicago School Research. | 1. The counseling team will provide A-G progress data to administration and SSC in December and May. A sampling of graduation plans will be reviewed by administration. Pre and post student surveys by grade level will provide feedback on students' knowledge of A-G requirements and options for college and career.

2. IEP case managers will provide A-G progress data to administration and SSC in December and May. A sampling of graduation plans specifically for students with disabilities will be reviewed by administration

3. Administrators will conduct walk-throughs of Study Skills classes and collect data on the use of AVID strategies. Case managers will provide A-G progress data to administration and SSC in December and May, highlighting the A-G progress of students enrolled in Study Skills courses. |

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$2500	Certificated Salaries	Edit	Delete

Actions/Services 1.3.2

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. The Focus on College and Career (FOCC) elective course will provide ninth grade students the opportunity to create a ten year academic and career plan. This plan will be used by Advocacy teachers and counselors in providing additional support and guidance for students. Release time, time sheet hours, and/or stipends will be used to support the FOCC Coordinator in collaborating with the College and Career Readiness committee, Advocacy teachers, and counselors on student A-G progress and college and career planning.	1. Plasman, J. S. (2018). *Career education plans and student engagement in secondary school* University of Chicago.	1. Pre and post student surveys from ninth grade students and 12th grade students on the effectiveness of the course and development of their ten year plan. Students will be interviewed on how their knowledge and plans have changed based on their learning of A-G requirements and college and career opportunities. Advocacy teachers will also provide survey feedback on their use of ten year plans in advising students during the Advocacy course.

Funding Source	Amount	Description of Use	

Supplemental/Concentration (7201/0000)	$4300	Certificated Salaries	Edit	Delete

Actions/Services 1.3.3

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. The AVID elective course will provide students the opportunity for additional tutoring time, college and career readiness, field trips to career and college sites. Funds will be used to support the students in the AVID Program for class materials, field trips to career and college sites. 0.125 FTE will be provided to add additional an additional AVID class for ninth grade. Release time, time sheet hours, and/or stipends will be used for AVID teachers to attend AVID professional development, and release time, and/or timesheet hours for the creation and support of staff learning opportunities.	Huerta, J., & Watt, K. M. (2015). *Examining the college preparation and intermediate outcomes of college success of AVID graduates enrolled in universities and community colleges* American Secondary Education.	1. Pre and post student surveys from AVID students on the effectiveness of the course and their college and career goals. Students will be interviewed on the effectiveness of the program. A-G progress and course grades for AVID students will be reviewed by AVID team and administration.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$1500	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	$2000	Certificated Salaries	Edit	Delete
AVID (7233/0000)	$3300	Materials/Supplies/Equipment	Edit	Delete
AVID (7233/0000)	$4934	Certificated Salaries	Edit	Delete

Site Goal 1.4

CTE Pathway Completion
Increase the percent of overall graduates who have completed a CTE pathway by 5% from 20% to 25%.
Increase the percent of African American graduates who have completed a CTE pathway by 10% from 11% to 21%.
Increase the percent of Latinx graduates who have completed a CTE pathway by 10% from 18% to 28%.

Metric: CTE Sequence Completion	

Actions/Services 1.4.1

Principally Targeted Student Group

• All • Black or African American • Hispanic or Latino • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Increase the number of sections of CTE courses and recruit students in the following classes: Advocacy class, Focus on College and Career (FOCC) class, 9th grade AVID. No funding will be needed for this action step. 2. Provide academic counseling support for African American students to encourage joining a CTE pathway. No funding will be needed for this action step. 3. Provide academic counseling support for Latinx students to encourage joining a CTE pathway. No funding will be needed for this action step.	Hackmann, D. G., Malin, J. R., & Gilley, D. (2018). *Career academies: Effective structures to promote college and career readiness* Clearing House: A Journal of Educational Strategies, Issues and Ideas.	1. A review of Synergy data that shows course enrollment numbers for each CTE pathway (Feb 2021). 2. Course selection surveys from ninth grade African American students that indicate reasons for joining or not joining a CTE Pathway (Feb 2021). 3. Course selection surveys from ninth grade Latinx students that indicate reasons for joining or not joining a CTE Pathway (Feb 2021). 4. Student feedback survey regarding instruction and available materials (Feb

4. Increase recruitment to CTE courses by providing supplies and materials to support all students participating in CTE pathways. Funding will be used to purchase equipment, supplies and materials for CTE courses and CTE recruitment events. Professional development and equipment repair will also be provided.
CTE Pathways:

- Architecture Design Engineering
- Broadcast Journalism
- Culinary Arts
- Medical Careers
- Robotics and Programming
- Graphic Arts and Media

District Strategic Goals 1 and 4 through providing high quality instruction, participating in recruitment events that focus on SWD, EL students, African American students, and Latinx students, and community outreach to local businesses.

HQ Elements:

- Standard 2: High-Quality Curriculum and Instruction is supported through the purchase of consumable items so students obtain work based learning and industry experience.
- Standard 7: Effective Organizational Design is supported through online tools and resources that allow students to review the material on their own, thereby providing more time. It also allows for convenient times for students to access the material.
- Standard 9: Skilled Faculty and Professional Development is supported through online classes and methodologies.

2021). Student submission of portfolios (each term). Using OPTIC as a tool and upload evidence of continued adherence to the 11 Elements of a High Quality Pathway.

Funding Source	Amount	Description of Use		
CTE (7235/0000)	$19500	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	$2500	Certificated Salaries	Edit	Delete

Actions/Services 1.4.2

Principally Targeted Student Group

• SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide academic counseling support for Students with Disabilities to encourage joining a CTE pathway. No funding will be needed for this action step.	Hackmann, D. G., Malin, J. R., & Gilley, D. (2018). *Career academies: Effective structures to promote college and career readiness* Clearing House: A Journal of Educational Strategies, Issues and Ideas.	1.Course selection surveys from ninth grade SWD that indicate reasons for joining or not joining a CTE pathway (Fed 2021).

Funding Source	Amount	Description of Use		

Site Goal 1.5

AP Program Participation
Increase the percent of students completing one or more AP courses by ten percent from 45% to 55%.
Increase the percent of African American students completing one or more AP courses by ten percent from 32% to 42%.
Increase the percent of AP students who take one or more AP exams by 5% from 90% to 95%.
Increase the percent of Students with Disabilities completing one or more AP courses by 5% from 1% to 6%.

Metric: Access to Courses (Honors, AP/IB, CTE, AVID)	

Actions/Services 1.5.1

Principally Targeted Student Group

• All • Black or African American • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Increase the number of sections of AP courses and recruit students in the following classes: Advocacy class, Focus on College and Career (FOCC) class, 9th grade AVID. Use the PSAT AP Potential report to recruit students. 2. Provide academic counseling support for African American students to encourage joining AP courses. 3. Provide academic counseling support for Latinx students to encourage joining AP courses. 4. Host an AP parent night and recruit African American and Latinx families to the event to review AP Program expectations and benefits as they relate to college and career. 5. Provide appropriate professional development and equipment repair.	Bjorklund, P. (2019). *"Whoa. you speak mexican?": Latina/o high school students' sense of belonging in advanced placement and honors classes;* Jeffries, R., & Silvernail, L. (2017). *Barriers to black student enrollment in honors and advanced placement courses* Negro Educational Review; Whiting, G. W., & Ford, D. Y. (2009). *Black students and advanced placement classes: Summary, concerns, and recommendations* Sage Publications; Witenko, V., Mireles-Rios, R., & Rios, V. M. (2017). *Networks of encouragement: Who's encouraging latina/o students and white students to enroll in honors and advanced-placement (AP) courses?*	1. A review of Synergy data that shows course enrollment numbers for AP classes (Feb 2021). 2. Course selection surveys from ninth grade African American students that indicate reasons for joining or not joining AP classes (Feb 2021). 3. Course selection surveys from ninth grade Latinx students that indicate reasons for joining or not joining AP classes (Feb 2021). 4. AP Parent Night feedback survey, indicating whether participation in the event encouraged and convinced the student to take an AP course in the following school year (Feb 2021).

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$1500	Certificated Salaries	Edit	Delete
PreAP Training (7218/0000)	$2500	Certificated Salaries	Edit	Delete
PreAP Training (7218/0000)	$2500	Contracts/Services	Edit	Delete
AP Recruitment (7225/0000)	$1000	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	$500	Classified Salaries	Edit	Delete

Actions/Services 1.5.2

Principally Targeted Student Group

• SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide academic counseling support for students with disabilities to encourage joining AP courses.	Twice-Exceptional Students Enrolled in Advanced Placement Classes. Schultz, Susan M. First Published June 6, 2012	1. AP Parent Night feedback survey, indicating whether participation in the event encouraged and convinced the student to take an AP course in the following school year (Feb 2021).

Funding Source	Amount	Description of Use		

Site Goal 1.6

English Fluency
Increase the percent of English Learners making progress towards English proficiency by 6% from 46% to 52%.

Metric: Progress toward English Proficiency

Actions/Services 1.6.1

Principally Targeted Student Group

• EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. EL teachers and general education teachers will participate in ELD standards-based professional development to enhance lessons to better support EL students. Teachers will then develop and implement ELD standards-based lessons, monitor student learning and review student data. Release time and time-sheet hours will be used to allow teachers to develop, evaluate and refine their lessons as well as review student progress. Library will be provided funding for materials that target English Language Learners.	Johnson, A. (2020). *The impact of english learner reclassification on high school reading and academic progress* Educational Evaluation and Policy Analysis. Russell, F. A. (2015). *Learning to teach english learners: Instructional coaching and developing novice high school teacher capacity* Teacher Education Quarterly.	1. Review a random sampling of student assignments that come from lessons developed after the EL professional development. Interview EL students to obtain feedback on how successful they were in completing the assignments in the lesson. Obtain feedback from teachers on whether their lessons were improved to support EL students in their classes.

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	$2000	Certificated Salaries	Edit	Delete
EL Supplemental (7250/0000)	$825	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	$2500	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.6.2

Principally Targeted Student Group

• EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide timesheet hours for EL & ELPAC Coordination and funding for needed materials for the following duties: • identification/placement of EL students • reclassification • RFEP monitoring • parent communication and outreach • ELAC meetings • EL strategy support for teachers • Administration of the Initial and Summative ELAC, with certificated personnel support	Johnson, A. (2020). *The impact of english learner reclassification on high school reading and academic progress* Educational Evaluation and Policy Analysis. Russell, F. A. (2015). *Learning to teach english learners: Instructional coaching and developing novice high school teacher capacity* Teacher Education Quarterly.	1. Pre and post student surveys from ninth grade students and 12th grade students on the effectiveness of the English language supports that are put in place. Parent survey to provide feedback on ELAC meetings and EL communication.

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	$6000	Certificated Salaries	Edit	Delete
EL Supplemental (7250/0000)	$500	Materials/Supplies/Equipment	Edit	Delete
EL Supplemental (7250/0000)	$8094	Certificated Salaries	Edit	Delete

Site Goal 1.7

Visual and Performing Arts Participation
Increase the number of seats in VAPA courses by 5% from 1,678 seats (2019-2020) to 1,761 seats.

Metric: Other (Site-based/local assessment)

Actions/Services 1.7.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Expand recruitment and supports for VAPA courses by increasing / sustaining materials in support of curriculum, instruction, and student learning. Funding will be used to purchase instructional materials, in addition to the repair and maintenance of instrumental equipment.	California Visual and Performing Arts Framework	Increased enrollment in VAPA courses. Students will be given a survey each term to provide feedback on instruction and available materials.

Funding Source	Amount	Description of Use		
Student Fees (2312/0000)	$5000	Contracts/Services	Edit	Delete
Student Fees (2312/0000)	$10000	Materials/Supplies/Equipment	Edit	Delete
Visual & Performing Arts (VAPA)(7450/0000)	$10000	Contracts/Services	Edit	Delete
Visual & Performing Arts (VAPA)(7450/0000)	$5000	Materials/Supplies/Equipment	Edit	Delete

District Strategic Goal 2:

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

District Needs and Metrics 2:

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

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

Site Goal 2.1

The percentage of Professional Learning Communities (PLCs) at COHS utilizing common formative assessments will increase by 7.2% from 54.6% to 61.8% through Illuminate and/or Renaissance Learning online platform.

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. A team consisting of administrators, department chairpersons, teachers, Illuminate TOTs, Equity Team, and classified staff, will meet to collect and aggregate data	PLC research supports that a cycle of inquiry will result in improved student achievement. (Education Trust, 2005; Kersaint, 2007).	1. Survey feedback from stakeholders (families, certificated and classified staff) on the effectiveness of communication of relevant data.

to share with the administration team, instructional leadership team, SSC, and school community. Points of research and analysis will include, but is not limited to Synergy grade reports, LCAP Feedback surveys, PLC formative and benchmark assessments, socio-emotional feedback survey data, and Illuminate data. The research and data will be used to evaluate interventions for our principally targeted student groups, inform instruction, culture and climate programs, the LCAP plan, and the WASC Report. The data team members and WASC coordinator will have release time and time-sheet hours in order to research and analyze a variety of surveys and assessments.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$500	Classified Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	$5000	Certificated Salaries	Edit	Delete

Actions/Services 2.1.2

Principally Targeted Student Group

• All • EL • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Coordinate training and collaboration opportunities to review student data in content-specific state standards and keep track of student growth using Illuminate and other online assessment platforms. Provide PD for staff on how to create assessments and utilize the platform to track student academic progress. This platform will assist Special Education case managers in reviewing their caseload students' progress towards proficiency in content-specific state standards. 2. Training and collaboration in Grading for Equity to ensure that all students, including students with disabilities, are graded equitably by all teachers.	Pellegrino, J. W., & Quellmalz, E. S. (2011). *Perspectives on the integration of technology and assessment* Journal of Research on Technology in Education.	1. Feedback from teachers, students, and parents on the effectiveness of the test results and the resources used on Illuminate online platform.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$15000	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	$3000	Contracts/Services	Edit	Delete

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a 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
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Site Goal 3.1	

PBIS Tier I Indicator 1.7: A written process is used for orienting all staff on 4 core Tier 1 PBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance. COHS will increase its Tiered Fidelity Inventory score for this indicator by 1 from 1 to 2 by May of 2022.

PBIS Tier Indicator 1.8 Tier 1 features (schoolwide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. COHS will increase its Tiered Fidelity Inventory score for this indicator by 1 from 1 to 2 by May of 2022.

Metric: Other (Site-based/local assessment)	

Actions/Services 3.1.1

Principally Targeted Student Group

• All • Foster Youth

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. The Tier 1 PBIS team will facilitate professional development to teach school-wide behavior expectations, how to acknowledge appropriate behavior, how staff can correct behavior errors and can obtain assistance with difficult behavior situations. Training will include strategies in support of Foster Youth: tutoring, supplemental academic supports, socio-emotional support services, and relevant educational laws. Release time and time-sheet hours will be used to allow staff to develop, evaluate and refine their lessons as well as review student progress. PBIS team will also purchase supplies and materials for PBIS recognition items (certificates, I AM CO tickets, school supplies, mailing supplies and postage) (TFI 1.7). The PBIS Coordinator will be provided 0.333 FTE to coordinate the Tier 1 PBIS program. 2. The Tier 1 PBIS team in collaboration with the Advocacy Committee will create lesson plans for Advocacy that teach and reinforce school-wide behavioral expectations and cultivate social-emotional health to promote positive campus culture (TFI 1.7) Release time and time-sheet hours will be used for this collaboration time. 3. The Tier 1 PBIS team will incorporate at least two PBIS spirit weeks throughout the year to promote campus-wide engagement of school-wide behavior expectations and recognize students who are meeting those expectations (TFI 1.8). Release time and time-sheet hours will be used for this collaboration time. 4. The Tier 1 PBIS team will provide PBIS signage (banners, posters, decals, etc.) across the campus to engage the school community in the school-wide behavior expectations (TFI 1.8). Funding will be used to purchase these items and services to put up signage.	Bradshaw, C. P., Pas, E. T., Debnam, K. J., & Johnson, S. L. (2015). *A focus on implementation of positive behavioral interventions and supports (PBIS) in high schools: Associations with bullying and other indicators of school disorder* National Association of School Psychologists. Sugai, G., & Horner, R. H. (2020). *Sustaining and scaling positive behavioral interventions and supports: Implementation drivers, outcomes, and considerations* Sage Publications Inc.	1. Pre and Post survey feedback from staff on their learning during the professional development. A random sampling of course syllabi and course expectations that embed school-wide behavior expectations, means to correct student behavior, and ways for positive reinforcement. Classroom observation by Tier 1 team and administration that indicate school-wide behaviors are taught in classes. 2. Pre and Post student survey feedback on their learning of PBIS Advocacy lessons. Randomly sample students on campus to check for their understanding of school-wide behavior expectations, reinforcement rewards, and recognition events for positive behavior reinforcement activities. Classroom observation by Tier 1 team and administration of Advocacy class that indicate school-wide behaviors are taught. 3. Pre and Post staff and student survey feedback on the effectiveness of the the PBIS spirit weeks. 4. Pre and Post staff and student survey feedback on the signage across the campus

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	$6000	Certificated Salaries	Edit	Delete

Site Goal 3.2

PBIS Tier 2 Indicator 2.9: A written process is followed to teach all relevant staff on how to refer students and implement each of the Tier 2 interventions available. COHS will increase its Tiered Fidelity Inventory score for this indicator by 1 from 0 to 1 by May of 2021.

PBIS Tier 2 Indicator 2.10: Team follows written process to track proportion of students receiving Tier 2 supports, and access is proportionate. COHS will increase its Tiered Fidelity Inventory score for this indicator by 1 from 0 to 1 by May of 2021.

| **Metric:** Other (Site-based/local assessment) | |

Actions/Services 3.2.1

Principally Targeted Student Group
• All • Foster Youth • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. The Tier 2 PBIS team will facilitate professional development to all staff on the Tier 2 referral process. Release time and time-sheet hours will be used for Tier 2 PBIS team to plan this PD. The Tier 2 team will utilize referral process to follow up with students who need additional support (TFI 2.9). 2. PBIS Tier 2 staff and appropriate additional staff members will oversee the needs of Foster Youth and engage in mentoring sessions, team building events, and check-ins to meet the needs of the students and close the achievement gap. Release time and time-sheet hours will be used for this collaboration time. 3. The Tier 2 PBIS team will collaborate with special education teachers to review supports needed for students on their caseload. The Tier 2 team will also collaborate with general education teachers who need guidance with providing additional support in the classroom. Release time and time-sheet hours will be used for this collaboration time (TFI 2.10).	Bradshaw, C. P., Pas, E. T., Debnam, K. J., & Johnson, S. L. (2015). *A focus on implementation of positive behavioral interventions and supports (PBIS) in high schools: Associations with bullying and other indicators of school disorder* National Association of School Psychologists. Sugai, G., & Horner, R. H. (2020). *Sustaining and scaling positive behavioral interventions and supports: Implementation drivers, outcomes, and considerations* Sage Publications Inc.	1. Pre and Post survey feedback from staff on their learning during the professional development. The tier 2 team will keep track of MTSS referrals and provide updates once a month during the Tier 2 meeting. Tier 2 student academic and behavior progress will be assessed. 2. Staff will keep logs of interactions with Foster Youth. Student feedback form of available support. 3. The tier 2 team will keep track of MTSS referrals and provide updates once a month during the Tier 2 meeting. Tier 2 student academic and behavior progress will be assessed as well as progress shared during IEP meetings.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$4000	Certificated Salaries	Edit	Delete

Site Goal 3.3

Decrease the overall number of suspension days by 100 days from 370 to 270 days
Decrease the overall number of suspension days for African American students by 57, from 137 to 80 days.
Decrease the overall number of suspension days for students with disabilities by 32, from 92 to 60 days.

| **Metric:** Suspension | |

Actions/Services 3.3.1

Principally Targeted Student Group
• All • Black or African American • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an	How will you Measure the Effectiveness of the

Effective Practice?	**Actions/Services?**

	Effective Practice?	**Actions/Services?**
1. The restorative practice (RP) committee will attend at least one full day RP training on how to build restorative relationships and how to respond to student discipline issues in the classroom and on campus. All staff will then participate in a series of RP professional development facilitated by the RP committee. Release time and time-sheet hours will be used for PD planning and teacher planning to revise their progressive discipline policies for their classes. 2. Administration and RP committee will lead RP community circles in Advocacy classes and small groups to build relationships. The Administration and RP committee will lead culturally-responsive RP re-entry and harm & conflict circles to rebuild and amend relationships on campus (student-student, student-staff, staff-staff). Admin and RP will use RP strategies to find alternatives for suspensions. Release time and time-sheet hours will be used to ensure staff can participate in these RP activities. 3. All staff will be trained in verbal interventions to support student behavior during distance learning and on campus. The safety committee will reinforce training during department meetings and PLCs. Release time, time-sheet hours, materials, and licenses will be used to ensure staff can participate in these trainings.	1. Payne, A. A., & Welch, K. (2015). Restorative Justice in Schools: The Influence of Race on Restorative Discipline. *Youth & Society*, *47*(4), 539–564. 2. Schumacher, A. (2014). Talking Circles for Adolescent Girls in an Urban High School: A Restorative Practices Program for Building Friendships and Developing Emotional Literacy Skills. *SAGE Open.* 3. Dwyer, Kevin; Osher, David, (2000). Safeguarding Our Children: An Action Guide. Implementing Early Warning, Timely Response. http://www.ed.gov/pubs/edpubs; Tierney, Edel, et al. (2007). Impact of a 3-Day Training Course on Challenging Behaviour on Staff Cognitive and Emotional Responses. *Journal of Applied Research in Intellectual Disabilities*, vol. 20, no. 1, 2007, pp. 58–63.	1. Pre and post student surveys on that show an increase in building positive relationships with their peers and staff members. Pre and Post staff surveys that provide feedback on effectiveness of the RP training. Random sampling of revised discipline policies that include strategies learned from RP training. 2. Pre and post student and staff surveys from participants in community circles, re-entry circles, and harm and conflict circles that show positive feedback on participation in these circles and improvement in relationships. A reduction in education code violations from the previous year. 3. Pre and post student surveys on effectiveness of on the show increase in building positive relationships with their peers and staff members. Pre and Post staff surveys that provide feedback on effectiveness of the RP training. Random sampling of revised discipline policies that include strategies learned from RP training.

Funding Source	**Amount**	**Description of Use**		
Supplemental/Concentration (7201/0000)	$3000	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	$1500	Contracts/Services	Edit	Delete

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Site Goal 3.4

The CA Healthy Kids Survey - School Connectedness Questions: How strongly do you agree or disagree with the following statements? - I feel close to people at this school. - I am happy to be at this school. - I feel like I am part of this school. - The teachers at this school treat students fairly. - I feel safe in my school. COHS will increase it's % of students who agree/strongly agree on the School Connectedness Questions by 6% for 9th grade students, from 59% to 65%, and by 11% for 11th grade students, from 54% to 65%.

Metric: School Climate	

Actions/Services 3.4.1

Principally Targeted Student Group

• All • Black or African American

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Staff who have not participated in Arbinger training will be provided Level 100 and 200 training on Outward Mindset to learn skills and strategies to build positive relationships with colleagues and students. Release time and time-sheet hours will be used for PD planning and teacher planning to revise their progressive discipline policies for their classes. 2. The COHS Equity team and volunteer staff, including the PD committee, students, and parents will facilitate equity and culturally	1. Berrett-Koehler Publishers. (2019). *The outward mindset: how to change lives and transform organizations*. Oakland, CA. 2. Galloway, M. K., & Ishimaru, A. M. (2020). Leading Equity Teams: The Role of Formal Leaders in Building Organizational Capacity for Equity. *Journal of Education for Students Placed at Risk*, *25*(2), 107–125; Tung, R., Carlo, V. D., Colón, M., Del Razo, J. L., Diamond, J. B., Raynor, A. F., Graves, D., Kuttner, P. J., Miranda, H., St. Rose, A., Annenberg Institute for School Reform at	1. Pre and post student surveys on effectiveness of Arbinger training and its effectiveness in building and repairing with staff. 2. The COHS Equity team will review pre and post feedback surveys from staff and students. The Equity team will also review a random sampling of student assignments that come from lessons developed after equity professional development. Obtain feedback from teachers on whether their lessons were improved to support the diversity of students

relevant pedagogy professional development, including instructional rounds, for all staff to ensure all students are represented and supported in the instructional program. An Equity consultant will facilitate this collaboration, train staff and students, and provide content and lessons. Release time and time-sheet hours will be used for the Equity team and volunteers to plan this PD cycle.

3. The Student Equity Council (SEC) will produce and carry out a site specific equity project that addresses an equity-based concern of the students. A stipend will be provided for the advisor coordinating the SEC.

Brown University, Center for Collaborative Education, & Boston Public Schools. (2015). Promising Practices and Unfinished Business: Fostering Equity and Excellence for Black and Latino Males. In *Annenberg Institute for School Reform at Brown University*. Annenberg Institute for School Reform at Brown University.

3. Mack, L. (2012). Does Every Student Have a Voice? Critical Action Research on Equitable Classroom Participation Practices. *Language Teaching Research*, *16*(3), 417–434.

in the classroom.

3. Implementation of the SEC project. Feedback from SEC students on what they have learned. Student and staff feedback surveys on the SEC equity project.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$500	Classified Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	$15350	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	$16000	Certificated Salaries	Edit	Delete

Actions/Services 3.4.2

Principally Targeted Student Group

• All • Black or African American • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Field Trips / Academic Competitions / Student Enrichment Recruit students, with a focus on African American students and Students with Disabilities, to participate in field trips, academic competitions, and student enrichment opportunities, including exposure to real-life applications of content, restorative practices, equity, and student voice. Funding will be used to pay for transportation, registration, and field trip destination fees.	Dohn, Niels. (2011). Situational Interest of High School Students Who Visit an Aquarium. Science Education. 95. 337 - 357. 10.1002/sce.20425.	Student reflections and feedback from field trips, academic competitions, and conferences.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$4000	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	$1000	Certificated Salaries	Edit	Delete
Academic Competitions (7206/0000)	$500	Contracts/Services	Edit	Delete

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and involve 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
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

Site Goal 4.1	

Parent Participation and Perception

A 15% increase in participation in COHS COnnections (Parent University) grade level parent seminars/information nights from 60 participants each event to 70 participants each event.
A 8% increase in Overall Effectiveness of Parent Involvement from 60% to 68%, according to the District Parent Survey.
A 8% increase in Overall Effectiveness of Communication to Families from 67% to 75%, according to the District Parent Survey.
A 2% decrease in Chronically Absent rate from 7.9% to 5.9%.

Metric: Family and Community Engagement	

Actions/Services 4.1.1

Principally Targeted Student Group

• All • Black or African American • EL • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Parent/Guardian Outreach and Events 1. Cosumnes Oaks High School will hold a Freshman and a Sophomore Parent Orientation before school starts in August. Administrators and teachers will participate in the event, which will be advertised in the Summer Newsletter, via email, via Messenger, on the school website, and via mailers. The presentation will include information about the first day of school, class scheduling, and the programs offered at COHS. Timesheet hours will be provided to certificated and classified employees who assist in facilitating the event, and supplies will be provided for communications. 2. In order to ensure effective communication, Bilingual Translators will be available for Parents/guardians at Parent University, ELAC and other parent events. No funding will be needed for this action step. 3. Counselors and teachers will develop and present Advanced Placement and Career Technical Education Parent Nights at least twice a year. Information about the COHS Advanced Placement, Career Technical Education, and Pathways programs will be presented to parents and students in hopes of student recruitment, especially with our students with disabilities and African American students. Timesheet hours will be provided to certificated and classified employees who assist in facilitating the event.	Adelman, Clifford. *The Tool Box Revisted: Paths to Degree Completion from High School Through College* (Washington, D.C.: U.S. Department of Education, 2006).	1. Administrators will observe parent attendance at the event and participating teachers and administrators will review parent feedback survey information about the event. 2. Increase of parent attendance to Strategies classrooms at Back to School Nights. Increase parent participation at other parent events. 3. Attendance and feedback forms will be used to assess these events and make modifications within the school year as needed. There should also be an increase in enrollment and diversity for AP, CTE, and Pathways courses.

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	$500	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	$900	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	$2000	Certificated Salaries	Edit	Delete

Actions/Services 4.1.2

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
COnnections / Parent University Series 1. Counselors will develop and present a Parent University event at twice a year. Counselors will divide into groups responsible for planning their own event six weeks prior to the date. These after school events will contain a general session for all parents, and then grade-specific workshops for the remainder of the event. Topics covered will be keys to academic success, graduation requirements, college readiness and preparation, financial aid workshops, and college admissions, with a focus on reaching our principally targeted student groups. Funding will be used to purchase items to carry out these events.	Excerpts from Handbook on Family and Community Engagement: Sam Redding, Marilyn Murphy, & Pam Sheley, Editors www.schoolcommunitynetwork.org: The one historical constant is the research and practice links between low-income families engaging with their schools, which leads to higher student achievement, greater social and political capital for families, and empowerment to demand high achieving education (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010; Gold, Simon, & Brown, 2002; Henderson & Mapp, 2002; Nye, Turner, & Schwartz, 2006). "...organizing parents is an important function for school accountability and collective action, but parents should organize around a shared vision such as increasing the number of children ready for college or providing a quality education for all children, rather than around interests that often compete and divide parents. Whether Title I, English as a Second Language (ESL), or special education, among other programs, the school and parent visions should be aligned and a learning culture developed where educators and parents learn together. Parents should see the benefit of advocating for all children, as well as their own. Family engagement should not be an add-on or a program but should be interwoven throughout the school—its instructional program, planning and management, and other aspects of school life so that schools are places of connection and the center of the community. As families gain knowledge about what constitutes a high achieving school, they will also feel ownership over advocating for change (Moles and Fege 2010)"	1. Attendance and feedback forms will be examined by the counseling team after each event to determine the adjustments that may be needed for the next event. A sample of students whose parents attended the event will be interviewed twice a year to determine if the parent shared the information presented at the event and if parent attendance to the event impact student understanding and/or success in the presented topic.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$3000	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	$450	Classified Salaries	Edit	Delete

Actions/Services 4.1.3

Principally Targeted Student Group

• All • Black or African American • EL • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Parent Participation in Site Committees and Councils 1. Administration and committee chairpersons will develop a recruitment plan for parents to participate in site committees and councils, including ELAC, School Site Council, Equity Council, CO FACE Team, and PBIS Team. Plan will be to engage all parents, with a focus on parents/guardians of EL students, African American students, and Students with Disabilities. Funding will be	Activities such as including parents on governance committees, encouraging volunteerism, educating parents on how to be more active in their children's education, etc., have positive outcomes, including more informed decision-making, greater motivation to implement decisions, greater acceptance of collective decisions, enhanced sense of social justice, and increased civic skills, among others. Funk & Wright, 2003: Deepening Democracy: Institutional Innovations in Empowered Participator	1. Administration and committee leads will meet at the end of term 1 to discuss the amount of parent membership and involvement in respective committees. As needed, additional members will be solicited through phone calls and emails. 2. Measure amount of parent volunteers and participation of events at the end of term 2, and discuss parent liaison's role in numbers. Engage parent liaison in a goal-setting process with a progress check at the end of term 2.

used to purchase items to carry out these events.

2. Increase parent volunteers, parent participation, and parent communication by creating a parent liaison position. Parent liaison will help coordinate volunteers from our parent community to be able to help at events and on committees throughout the year.

3. Administration and case managers will directly communicate with the parents of SWD (via phone call, email, School Messenger), to invite them to events such as Back to School Nights, Parent Meetings, and Parent Universities. No funding needed for this action step.

Governance.

3. Increase of parent attendance to Strategies classrooms at Back to School Nights. Increase parent participation at other parent events.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$2000	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	$500	Classified Salaries	Edit	Delete

Actions/Services 4.1.4

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Home Visits 1. A group of staff volunteers will be trained on the procedures for Family Home Visits, including virtual meetings, and will share information with whole staff in terms 1 and Administration and a group of staff volunteers will recruit staff to make phone calls after hours to coordinate Home Visits, become trained in Home Visits, and/or Conduct Home Visits. Timesheet hours will be provided for participating staff. 2. An Outreach Coordinator, in coordination with PBIS Tier 2 team, will be given timesheet hours to pull attendance data, grade data, and to communicate with the staff volunteers regarding meeting with families. Staff volunteers will focus on doing home visits for families of students who are part of the Principally Targeted Student Groups who may benefit from a Home Visit to encourage participation based on students who are not participating. Timesheet hours will be provided for participating staff.	Home Visits: How Do They Affect Teachers' Beliefs about Teaching and Diversity? Lin, Miranda; Bates, Alan B. Early Childhood Education Journal, v38 n3 p179-185 Oct 2010 Strategies for Student Attendance and School Climate in Baltimore's Community Schools. Durham, Rachel E; Connolly, Faith. Oct 2017.	1. Increased number of staff trained, as well as the implementation of home visits in at least term 2. Increase in number of home visits to African American families and families with SWD by the end of term 4.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$10000	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	$1500	Classified Salaries	Edit	Delete

Site Goal 4.2

Community Outreach and Partnerships
Increase the amount of opportunities for community partners to engage in COHS activities, as well as COHS students and staff engaging in

sisreporting.egusd.net/LCAP_1_3/index.cfm?fuseaction=printSummary&isPrint=1&bannerImg=0&reportWindow=2&requestTimeout=1000   19/25

community activities (baseline TBD Fall 2020).
Increase number of partnerships with community businesses (baseline TBD Fall 2020).

Metric: Other (Site-based/local assessment)	

Actions/Services 4.2.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Community Outreach 1. The counseling team, Community Engagement Committee, and PBIS Team will continue to solicit local guest speakers, universities, and businesses to participate in COHS events, including Parent University, the College and Career Fair, and a variety of cultural events. Funding will be used to purchase items to carry out these events.	School-Community Learning Partnerships: Essential to Expanded Learning Success; Priscilla Little https://www.expandinglearning.org/expandingminds/article/school-community-learning-partnerships-essential-expanded-learning-success	1. At Term 2, baseline of community participation will be determined by the events in Fall and Winter 2020. Parent and student feedback will be discussed to determine any needed adjustments.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	$2000	Materials/Supplies/Equipment	Edit	Delete

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.

Cosumnes Oaks High School has approximately 30% enrollment of unduplicated students. Our principally targeted students, African-American students and Students with Disabilities, are supported in school wide focus areas as well as targeted classes, programs, and site initiatives. In addition to the principally targeted population, other key performance indicators helped us to identify other areas in need of reinforcement, specifically identified in the Four Strategic Goals. Areas of primary concern centered around access to rigorous curriculum, a-g completion, Academy/Pathway CTE course completion, abundant technology resources, professional development focused on pedagogy and the whole-child approach, content standards implementation, freshman transition and the development of college and career mindset, attendance, and culture/climate which includes PBIS and restorative practice. The school wide focus on Professional Learning Communities will also support the principally targeted students; best practice strategies often mirror effective English Learner strategies. In addition, access to rigorous curriculum (AP, Honors, Accelerated, CTE) will not only benefit the principally targeted groups, but it will also have an impact on underrepresented subgroups in these courses which is a key are of concern. Though we have a low number of Foster Youth and we are classified as *low impact EL school*, those students represent some of Socio-economically Disadvantaged students as well. Increasing services to all students indicates that the principally targeted students will receive multiple layers of support. In addition, Cosumnes Oaks High School maintains that there may be underreported students who may belong in the principally targeted population. As a result, school wide Actions, Services, and Expenditures ensures these students are reached as well.

Local Control Accountability Plan (LCAP)
Year 2021 - 2022

V. Funding

Cosumnes Oaks High School - 455

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2200 Regular Education (9-12) **0000** Unrestricted	0	$0	$116,008	$116,008	$116,008	$0	$0	$0	$0
2201 Regular Education (9-12) - Allocated FTE **0000** Unrestricted	103.0479	$0	$10,427,489	$10,427,489	$10,427,489	$0	$0	$0	$0
2222 Results Staffing EGEA (9-12) **0000** Unrestricted	2	$0	$221,444	$221,444	$221,444	$0	$0	$0	$0
2230 Non-Instructional FTE (9-12) **0000** Unrestricted	1.5	$0	$189,742	$189,742	$189,742	$0	$0	$0	$0
2270 Extended Day (9-12) **0000** Unrestricted	0	$0	$59,744	$59,744	$59,744	$0	$0	$0	$0
2312 Education Fees **0000** Unrestricted	0	$0	$15,000	$15,000	$15,000	$0	$0	$0	$0
2340 Secondary Counselors **0000** Unrestricted	5.65	$0	$727,733	$727,733	$727,733	$0	$0	$0	$0
4255 Regional Occupational Program **0000** Unrestricted	1.4	$0	$73,521	$73,521	$73,521	$0	$0	$0	$0
4275 AVID Support **0000** Unrestricted	0.4	$0	$43,997	$43,997	$43,997	$0	$0	$0	$0
4380 Health Services **0000** Unrestricted	1	$0	$64,809	$64,809	$0	$0	$64,809	$0	$0
4700 Summer School/Extended Learning Administration **0000** Unrestricted	0	$0	$3,657	$3,657	$3,657	$0	$0	$0	$0
5495 Allocated FTE Leave **0000** Unrestricted	0	$0	$132,992	$132,992	$132,992	$0	$0	$0	$0
5634 Custodial Services **0000** Unrestricted	10	$0	$751,653	$751,653	$0	$0	$751,653	$0	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	0	$0	$155,500	$155,500	$58,300	$23,500	$51,350	$22,350	$0
7206 Academic Competitions **0000** Unrestricted	0	$0	$500	$500	$0	$0	$500	$0	$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training **0000** Unrestricted	0	$0	$5,000	$5,000	$5,000	$0	$0	$0	$0
7220 Honors/Advanced Placement	0.5	$0	$64,695	$64,695	$64,695	$0	$0	$0	$0

Coordination **0000** Unrestricted									
7225 Honors/Advanced Placement Outreach (OCR) **0000** Unrestricted	0	$0	$1,000	$1,000	$1,000	$0	$0	$0	$0
7233 AVID Support **0000** Unrestricted	0	$0	$8,234	$8,234	$8,234	$0	$0	$0	$0
7235 Career and Technical Education (CTE) Site Supplies/Equipment **0000** Unrestricted	0	$0	$19,500	$19,500	$19,500	$0	$0	$0	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	0	$0	$17,919	$17,919	$17,419	$0	$0	$500	$0
7270 PBIS Coordination **0000** Unrestricted	0.333	$0	$36,325	$36,325	$36,325	$0	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
7450 Visual & Performing Arts (VAPA) **0000** Unrestricted	0	$0	$15,000	$15,000	$15,000	$0	$0	$0	$0
2200 Regular Education (9-12) **3210** Elementary & Secondary School Relief (ESSER)	0	$0	$16,682	$16,682	$16,682	$0	$0	$0	$0
2200 Regular Education (9-12) **3212** Elementary & Secondary School Relief II (ESSER II)	0	$0	$16,682	$16,682	$16,682	$0	$0	$0	$0
5610 Food and Nutrition Services Center **5310** Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	5.4064	$0	$261,438	$261,438	$0	$0	$261,438	$0	$0
3145 Functional Living Skills (FLS) **6500** Special Education	8.417	$0	$567,087	$567,087	$567,087	$0	$0	$0	$0
3410 Special Education Mild/Moderate **6500** Special Education	8.25	$0	$739,718	$739,718	$739,718	$0	$0	$0	$0
3660 Inclusive Education in Lieu of NPA **6500** Special Education	0.875	$0	$43,322	$43,322	$43,322	$0	$0	$0	$0
3670 Program for the Acquisition of Language and Social Skills (PALSS) **6500** Special Education	5.4125	$0	$315,990	$315,990	$315,990	$0	$0	$0	$0

3770 Full Inclusion **6500** Special Education	7.0313	$0	$429,434	$429,434	$429,434	$0	$0	$0	$0
3650 Academic, Behavior and Social Supports Self-Contained Classes (ABSS-SCC)-Tier II **6512** Special Education: Mental Health Services	3.583	$0	$316,770	$316,770	$316,770	$0	$0	$0	$0
4455 Textbook Reimbursement **9020** Lost/Damaged Textbooks Reimbursement	0	$15,171	$0	$15,171	$15,171	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	164.8061	$15,171	$15,859,585	$15,874,756	$14,697,656	$23,500	$1,130,750	$22,850	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	$294,802
Subtotal of state or local funds included for this school	$15,579,954

Principal   **Juan Jauregui**

School Site Council Chairperson   **Brett Lapinksi**

EL Advisory Chairperson   **Rachel Baird**