



Cosumnes Oaks High School

Local Control Accountability Plan (LCAP) 2022-2023

Principal: Juan Jauregui

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

IV. Goals, Actions and Services

Cosumnes Oaks High School | Focused Work: 2022-2023

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 2021-22 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 12/12/21 and 4/13/22. ELAC met on those two dates, and EL Assessment was conducted and evaluated.

COHS School Site Council met on 9/16/2021, 10/21/2021, 11/18/2021, 1/13/22, 3/17/2022, 4/15/2021, 4/21/22, 5/12/22, and 5/18/22. A staff LCAP feedback meeting was held via Zoom on 4/14/22. Stakeholder feedback was solicited through a web site and a Zoom stakeholder meeting on 4/21/2021.

Impact of LCAP and Annual Update

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

Based on feedback from our ELAC, School Site Council, and other stakeholders, the upcoming LCAP will now include funds to purchase library and instructional materials, an increase in funding for field trips, funds for release days for cross-curricular collaboration, and funds for release days for EL and Special Education teacher collaboration with content area teachers. There was also advocacy for reducing the numerous professional developments that were in the 2021-22 LCAP.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

COHS had a large increase in its newcomers and English learner population, due to a variety of reasons, including redirected students from the neighboring high school and Afghan refugees. The participation of African American students in the AP program continues to have a significant gap at COHS and district-wide.

Goals, Actions, and Progress Indicators

District Strategic Goal 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.

District Needs and Metrics 1:

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 7% from 73% (2021) to 80% (2023).

Increase the percent of Students with Disabilities who have scored Met or Exceeded on the ELA CAASPP assessment by 10% from 25% (2021) to 35% (2023).

Increase the percent of English Learners who have scored Met or Exceeded on the ELA CAASPP assessment by 10% from 30% (2021) to 40% (2023).

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

- All • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Professional Development</p> <p>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.</p>	<p>1. Hattie, J. (2012). <i>Visible learning for teachers maximizing impact on learning</i>. London: Routledge.</p> <p>2. Pearson, M. (2015). <i>Modeling universal design for learning techniques to support multicultural education for pre-service secondary educators</i> Multicultural Education; Hall, T. E., Meyer, A., & Rose, D. H. (2012). <i>Universal design for learning in the classroom: practical applications</i>. New York: Guilford Press.; Rief, S. F. (2005). <i>How to reach and teach Add/Adhd children: practical</i></p>	<p>2023 CAASPP ELA assessment results. Walkthroughs of classrooms and artifacts that demonstrate use of Learning Targets and Success Criteria and UDL strategies,</p>

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.

techniques, strategies, and interventions. San Francisco: Jossey-Bass.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$1000	Classified- Salaries	
Supplemental/Concentration (7201/0000)	\$3500	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$4000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$2000	Certificated- Salaries	

Site Goal 1.2

Math

Increase the percent of all students who have scored Met or Exceeded on the ELA CAASPP assessment by 7% from 58% (2021) to 65% (2023).

Increase the percent of Students with Disabilities who have scored Met or Exceeded on the ELA CAASPP assessment by 10% from 14% (2021) to 24% (2023).

Increase the percent of English Learners who have scored Met or Exceeded on the ELA CAASPP assessment by 10% from 18% (2021) to 28% (2023).

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group

• All • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Professional Development</p> <p>1. Staff 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.</p> <p>2. Staff 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.</p> <p>A reserve is included for further professional development opportunities and technology needs.</p>	<p>1. Hattie, J. (2012). <i>Visible learning for teachers maximizing impact on learning</i>. London: Routledge.</p> <p>2. Pearson, M. (2015). <i>Modeling universal design for learning techniques to support multicultural education for pre-service secondary educators</i> Multicultural Education; Hall, T. E., Meyer, A., & Rose, D. H. (2012). <i>Universal design for learning in the classroom: practical applications</i>. New York: Guilford Press; Rief, S. F. (2005). <i>How to reach and teach Add/Adhd children: practical techniques, strategies, and interventions</i>. San Francisco: Jossey-Bass.</p>	<p>2023 CAASPP Math assessment results. Walkthroughs of classrooms and artifacts that demonstrate use of Learning Targets and Success Criteria and UDL strategies,</p>

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

Supplemental/Concentration (7201/0000)	\$2500	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$2550	Certificated- Salaries	

Actions/Services 1.2.2

Principally Targeted Student Group

- EL • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide timesheet hours for math teachers and support staff to collaborate and design lesson plans that ensure intervention within the classroom to support struggling students, SWD, and English Learners.	Myers, J. A., Wang, J., Brownell, M. T., & Gagnon, J. C. (2015). <i>Mathematics interventions for students with learning disabilities (LD) in secondary school: A review of the literature</i> Learning Disabilities Worldwide; Khiat, H. (2013). <i>A qualitative study of coping strategies in secondary level mathematics learning: A psycho-analytic perspective</i> Turkish Online Journal of Qualitative Inquiry.	2023 CAASPP Math assessment scores.

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

Site Goal 1.3

A-G Completion
 Increase the percent of all graduates meeting A-G requirements by 8% from 72% (2021) to 80% (2023).
 Increase the percent of Students with Disability graduates meeting A-G requirements by 8% from 22% (2021) to 30% (2023).
 Increase the percent of English Learners meeting A-G requirements by 7% from 48% (2021) to 55% (2023).

Metric: A-G Completion

Actions/Services 1.3.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

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.

4. Funding will be provided for field trip expenses (registration, buses, substitute coverage) for students to attend college-going field trips and curricular trips that supplement the curriculum in A-G courses.

5. The school administration, counseling team, and Academic Intervention Coordinator will provide credit-recovery support (Edgenuity, Grade Improvement Program) for students who need to recover A-G classes. A stipend will be provided for the Academic Intervention Coordinator.

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.

A-G completion rates will be reviewed by SSC in April 2023.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$1500	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$1000	Classified- Salaries	
AVID (7233/0000)	\$3300	Materials/Supplies/Equipment	

AVID (7233/0000)	\$4000	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	\$1000	Certificated- Salaries	

Actions/Services 1.3.2

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>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. An additional 0.167 FTE will be provided to compensate a FOCC teacher to teach two additional FOCC courses (one term courses) in order to ensure class sizes are reduced for a more personalized learning environment and that all ninth graders can participate in this program.</p>	<p>1. Plasman, J. S. (2018). <i>Career education plans and student engagement in secondary school</i> University of Chicago.</p>	<p>1. Completion of ten year plans by ninth grade students. Advocacy lessons that include the use of ten year plans created by ninth grade students.</p>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$7000	Certificated- Salaries	

Actions/Services 1.3.3

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>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. 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.</p>	<p>Huerta, J., & Watt, K. M. (2015). <i>Examining the college preparation and intermediate outcomes of college success of AVID graduates enrolled in universities and community colleges</i> American Secondary Education.</p>	<p>1. A-G progress and course grades for AVID students will be reviewed by the AVID team and SSC by April 2023.</p>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$5000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$2000	Certificated- Salaries	

Actions/Services 1.3.4

Principally Targeted Student Group

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Provide funding for transportation for academic competitions (bus contract, sub coverage, registration fees) so that students can expand their learning in A-G content areas.</p>	<p>Marin County Office of Education, S. R. C. (1984). <i>Academic Competitions</i>.</p>	<p>A-G completion rates will be reviewed by SSC in April 2023.</p>

Funding Source	Amount	Description of Use	
Academic Competitions (7206/0000)	\$500	Contracts/Services /Subscriptions	

Site Goal 1.4

CTE Pathway Completion

Increase the percent of overall graduates who have completed a CTE pathway by 8% from 32% (2021) to 40% (2023).

Increase the percent of African American graduates who have completed a CTE pathway by 6% from 19% (2021) to 25% (2023).

Increase the percent of English Learners who have completed a CTE pathway by 7% from 13% (2021) to 20% (2023).

Increase the percent of Students with Disabilities who have completed a CTE pathway by 8% from 22% (2021) to 30% (2023).

Metric: CTE Sequence Completion

Actions/Services 1.4.1

Principally Targeted Student Group

• Black or African American • EL • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Increase the number of sections of CTE courses and recruit students from the following classes: Advocacy class, Focus on College and Career (FOCC) class, 9th grade AVID. No funding will be needed for this action step.</p> <p>2. Provide academic counseling support for African American students, SWD, and English Learners to encourage joining a CTE pathway. No funding will be needed for this action step.</p> <p>3. 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:</p> <ul style="list-style-type: none"> • Architecture Design • Engineering • Culinary Arts • Medical Careers • Robotics and Programming • Graphic Arts and Media <p>District Strategic Goals 1 and 4 through providing high quality instruction, participating in</p>	<p>Hackmann, D. G., Malin, J. R., & Gilley, D. (2018). <i>Career academies: Effective structures to promote college and career readiness</i> Clearing House: A Journal of Educational Strategies, Issues and Ideas.</p>	<p>Sequence of courses are provided in the master schedule to provide an opportunity for students to complete the pathway. Enrollment in CTE courses, retention of CTE students, and completion rate of CTE students will be reviewed by SSC in April 2023/</p>

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.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$1000	Certificated- Salaries	
CTE (7235/0000)	\$19500	Materials/Supplies/Equipment	

Site Goal 1.5

AP Program Participation
 Increase the percent of African American students completing one or more AP courses by 6% percent from 34% (2021) to 40% (2023).
 Increase the percent of English Learners completing one or more AP courses by 5% percent from 20% (2021) to 5% (2023).
 Increase the percent of SWD completing one or more AP courses by 5% percent from 11% (2021) to 16% (2023).

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

Actions/Services 1.5.1

Principally Targeted Student Group

• Black or African American • EL • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>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.</p> <p>2. Provide tiered academic counseling support for identified principally targeted student groups to encourage joining AP courses and provide counseling support throughout the school year.</p> <p>3. Host an AP parent night and recruit identified principally targeted student groups and their parents/guardians to the event to review AP Program expectations and benefits as they relate to college and career.</p> <p>4. Provide appropriate professional development for teachers, counselors, classified staff in order to support identified principally targeted student groups in participating in AP courses. This professional development includes on-site training, Collegeboard workshops, trainings, conferences and summer institutes.</p> <p>5. Provide supplemental materials for AP courses to support students who may not have access to these instructional items.</p>	<p>Bjorklund, P. (2019). <i>"Whoa. you speak mexican?": Latina/o high school students' sense of belonging in advanced placement and honors classes</i>; Jeffries, R., & Silvernail, L. (2017). <i>Barriers to black student enrollment in honors and advanced placement courses</i> Negro Educational Review; Whiting, G. W., & Ford, D. Y. (2009). <i>Black students and advanced placement classes: Summary, concerns, and recommendations</i> Sage Publications; Witenko, V., Mireles-Rios, R., & Rios, V. M. (2017). <i>Networks of encouragement: Who's encouraging latina/o students and white students to enroll in honors and advanced-placement (AP) courses?</i></p>	<p>1. A review of Synergy and Abl data that shows course enrollment numbers for AP classes (Feb 2023).</p> <p>2. A review of course enrollment for identified principally targeted student groups in August 2022 and compare to enrollment in May 2023. Course selection surveys completed in April 2023 from identified principally targeted student groups that indicate reasons for joining or not joining AP classes and supports that were provided by school staff (admin, counselors, teachers) to support them in completing their AP course(s).</p> <p>3. 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 2023).</p> <p>4. Artifacts (lesson plans, counseling sessions with students) from the staff who participated in the training that demonstrate learning from the training and ways they are implementing their learning to support identified principally targeted student groups in completing their AP course(s).</p>

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

Site Goal 1.6

English Fluency
 Increase the percent of EL students making progress towards English proficiency (measured by ELPI levels) by 6% from 59% (2021) to 65% (2023).

Metric: Progress toward English Proficiency

Actions/Services 1.6.1

Principally Targeted Student Group

- EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>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.</p> <p>2. Funding will be provided for field trip expenses (registration, buses, substitute coverage) for English Learners to attend off campus activities that encourage them to improve their English communication skills.</p>	<p>Johnson, A. (2020). <i>The impact of english learner reclassification on high school reading and academic progress</i> Educational Evaluation and Policy Analysis.</p> <p>Russell, F. A. (2015). <i>Learning to teach english learners: Instructional coaching and developing novice high school teacher capacity</i> Teacher Education Quarterly.</p>	<p>ELPAC test results, English learner course grades, and reclassification rate.</p>

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	\$2000	Certificated- Salaries	
EL Supplemental (7250/0000)	\$825	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$4500	Materials/Supplies/Equipment	

Actions/Services 1.6.2

Principally Targeted Student Group

- EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Provide timesheet hours for EL & ELPAC Coordination and funding for needed materials for the following duties:</p> <ul style="list-style-type: none"> • 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 ELPAC, with certificated personnel support 	<p>Johnson, A. (2020). <i>The impact of english learner reclassification on high school reading and academic progress</i> Educational Evaluation and Policy Analysis.</p> <p>Russell, F. A. (2015). <i>Learning to teach english learners: Instructional coaching and developing novice high school teacher capacity</i> Teacher Education Quarterly.</p>	<p>ELPAC test results, English learner course grades, and reclassification rate.</p>

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	\$6000	Certificated- Salaries	
EL Supplemental (7250/0000)	\$8094	Certificated- Salaries	
EL Supplemental (7250/0000)	\$2474	Materials/Supplies/Equipment	

Site Goal 1.7

Visual and Performing Arts Participation
 Increase the number of students enrolled in VAPA courses by 6% from 44% (2019) to 50% (2023).

Metric: Other (Site-based/local assessment)

Actions/Services 1.7.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Expand recruitment and supports for VAPA courses by</p>	<p>California Visual and Performing Arts Framework</p>	<p>1. Increased enrollment in VAPA courses as shown by Synergy and</p>

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.

Abl by April 2023. Students will be given a survey each term to provide feedback on instruction and available materials. These survey results will be shared with school administration and SSC.

Funding Source	Amount	Description of Use	
Student Fees (2312/0000)	\$5000	Contracts/Services /Subscriptions	
Student Fees (2312/0000)	\$15000	Materials/Supplies/Equipment	

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- 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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
A team consisting of administrators, department chairpersons, teachers, Illuminate TOTs, Equity Team, and classified staff, will meet to collect and aggregate data to share with the administration team, instructional leadership team, PBIS, Culture &	PLC research supports that a cycle of inquiry will result in improved student achievement. (Education Trust, 2005; Kersaint, 2007).	A-G progress, course grades for struggling students, Illuminate assessment scores will be reviewed by the SSC in April 2023.

Climate Team, Parent Advisory Council, SSC, and the general 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 support to monitor our WASC Action Plan. The data team members 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)	\$1000	Certificated- Salaries

Actions/Services 2.1.2

Principally Targeted Student Group

- All • EL • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>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.</p> <p>2. Training and collaboration in Grading for Equity to ensure that all students, including students with</p>	<p>Pellegrino, J. W., & Quellmalz, E. S. (2011). <i>Perspectives on the integration of technology and assessment</i> Journal of Research on Technology in Education.</p>	<p>A-G progress, course grades for struggling students, Illuminate assessment scores will be reviewed by the SSC in April 2023.</p>

disabilities, are graded equitably by all teachers.

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$3000	Contracts/Services /Subscriptions
Supplemental/Concentration (7201/0000)	\$8000	Contracts/Services /Subscriptions

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 2 to 3 by May 2023..

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 2 to 3 by May of 2023.

Metric: Other (Site-based/local assessment)

Actions/Services 3.1.1

Principally Targeted Student Group

- All • Foster Youth

What Specific Actions/Services will you Provide to this Student Group?

What is the Research Confirming this is an Effective Practice?

How will you Measure the Effectiveness of each Action/Service?

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.

PBIS Tiered Fidelity Inventory (TFI) scores will be reviewed by the PBIS team and SSC in April 2023.

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

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 1 to 2 by April of 2023.

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 1 to 2 by April of 2023.

Metric: Other (Site-based/local assessment)

Actions/Services 3.2.1

Principally Targeted Student Group

• All • Foster Youth • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>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).</p> <p>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.</p> <p>3. The Tier 2 PBIS team will collaborate with special education teachers to review supports needed for students on their</p>	<p>Bradshaw, C. P., Pas, E. T., Debnam, K. J., & Johnson, S. L. (2015). <i>A focus on implementation of positive behavioral interventions and supports (PBIS) in high schools: Associations with bullying and other indicators of school disorder</i> National Association of School Psychologists.</p> <p>Sugai, G., & Horner, R. H. (2020). <i>Sustaining and scaling positive behavioral interventions and supports: Implementation drivers, outcomes, and considerations</i> Sage Publications Inc.</p>	<p>PBIS Tiered Fidelity Inventory (TFI) scores will be reviewed by the PBIS team and SSC in April 2023.</p>

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).

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$1000	Certificated- Salaries

Site Goal 3.3

Decrease the overall number of suspension days by 100 days from 371 (2022) to 270 days (2023).
 Decrease the overall number of suspension days for African American students by 79, from 179 (2022) to 100 days (2023).
 Decrease the overall number of suspension days for Students with Disabilities by 32, from 92 (2022) to 60 days (2023).

Metric: Suspension

Actions/Services 3.3.1

Principally Targeted Student Group

- All • Black or African American • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>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.</p> <p>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 &</p>	<p>1. Payne, A. A., & Welch, K. (2015). Restorative Justice in Schools: The Influence of Race on Restorative Discipline. <i>Youth & Society</i>, 47(4), 539–564.</p> <p>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. <i>SAGE Open</i>.</p> <p>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</p>	<p>1-3. Discipline referral rate and suspension rates will be reviewed in April 2023.</p> <p>4. Number restorative circles, conflict mediation sessions, and other restorative activities conducted by the Teacher in Charge and extent of their success in supporting student behavior.</p>

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.

4. With an additional 0.5 FTE and under the direction of the principal, the Restorative Practice Teacher in Charge will participate in the management of school site intervention programs for social emotional learning; utilize restorative practices and appropriate interventions to assist students; coordinate, manage and supervise various after school programs.

- Mediation/Conflict Resolution
- Student Discipline Re-entry
- Restorative Circles & Other Projects

Responses. *Journal of Applied Research in Intellectual Disabilities*, vol. 20, no. 1, 2007, pp. 58–63.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$1500	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$50000	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	\$4000	Certificated- Salaries	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>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.</p> <p>2. Staff who have not participated in Adaptive Schools training (how to be effective group members) will be provided this training to learn skills to effectively work in PLCs, departments, and committees. Release time and time-sheet hours will be used for PD participation or sub coverage. Funds will also be provided to pay for the training.</p> <p>3. Department leads, coordinators and administrators will be trained in Cognitive Coaching to learn skills to effectively support colleagues and those within PLC, departments, and committees to reflect and revise their instructional practices. Release time and time-sheet hours will be used for PD participation or sub coverage. Funds will also be provided to pay for the training.</p> <p>4. The COHS Equity team and volunteer staff, including the PD committee, students, and parents will facilitate equity and culturally relevant pedagogy professional development, including</p>	<p>1. Berrett-Koehler Publishers. (2019). <i>The outward mindset: how to change lives and transform organizations</i>. Oakland, CA.</p> <p>2. Galloway, M. K., & Ishimaru, A. M. (2020). Leading Equity Teams: The Role of Formal Leaders in Building Organizational Capacity for Equity. <i>Journal of Education for Students Placed at Risk</i>, 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 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 <i>Annenberg Institute for School Reform at Brown University</i>. Annenberg Institute for School Reform at Brown University.</p> <p>3. Mack, L. (2012). Does Every Student Have a Voice? Critical Action Research on Equitable Classroom Participation Practices. <i>Language Teaching Research</i>, 16(3), 417–434.</p>	<p>1-3. Walkthroughs of PLC, department and committee meetings that show evidence of using Arbinger training, Adaptive Schools, and Cognitive Coaching.</p> <p>4. Walkthroughs of classrooms and offices that demonstrate the use of practices learned from equity and culturally relevant pedagogy training.</p> <p>5. Completion of the SEC equity project.</p> <p>6. Completion of the Circle Group equity project.</p>

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.

5. 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.

6. The Circle Group program will produce and carry out a site specific equity project that address an equity-based concern of the students. This team will utilize the Liberatory Design Thinking process to carry out its project.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$23000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$2000	Certificated- Salaries	

Actions/Services 3.4.2

Principally Targeted Student Group

- All • Black or African American • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Field Trips / Academic Competitions / Student Enrichment</p> <p>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,</p>	<p>Dohn, Niels. (2011). Situational Interest of High School Students Who Visit an Aquarium. Science Education. 95. 337 - 357. 10.1002/sce.20425.</p>	<p>Student reflections and feedback from field trips, academic competitions, and conferences.</p>

equity, and student voice. Funding will be used to pay for transportation, registration, and field trip destination fees.

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$2000	Contracts/Services /Subscriptions

Actions/Services 3.4.3

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Positive Reinforcement - Each Friday, a student will be randomly selected from those who had zero tardies for that week to receive a PBIS prize. At the end of the term, six students will be randomly selected from the grade level that had the least number of non-first period tardies for that term. Attendance recognition will take place at the beginning of Terms 2, 3, and 4 to recognize students and their attendance from the previous term.</p> <p>2. Counselors and support staff will make phone calls, send Synergy message, and use Talking Points to communicate with families of students who are consistently tardy or absent to school.</p>	<p>The Effects of Attendance on Academic Performance: Panel Data Evidence for Introductory Microeconomics. (2006). <i>Journal of Economic Education</i>, 37(3), 251–266.</p>	<p>1-2. Synergy reports that indicate improvement of tardies and absences for students who are classified as chronically truant.</p>

Funding Source	Amount	Description of Use

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p>
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- 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 COnections (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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Parent/Guardian Outreach and Events</p> <p>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.</p>	<p>Adelman, Clifford. <i>The Tool Box Revisited: Paths to Degree Completion from High School Through College</i> (Washington, D.C.: U.S. Department of Education, 2006).</p>	<p>1. Administrators will observe parent attendance at the event and participating teachers and administrators will review parent feedback survey information about the event.</p> <p>2. Increase of parent attendance to Strategies classrooms at Back to School Nights. Increase parent participation at other parent events.</p> <p>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.</p>

2. In order to ensure effective communication, Bilingual Translators will be available for Parents/guardians at Parent University, ELAC and other parent events.

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.

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	\$500	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$2000	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	\$5000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$1000	Classified- Salaries	

Actions/Services 4.1.2

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>COnnections / Parent University Series</p> <p>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</p>	<p>Excerpts from Handbook on Family and Community Engagement: Sam Redding, Marilyn Murphy, & Pam Sheley, Editors www.schoolcommunitynetwork.org</p> <p>The one historical constant is the research and practice links between low-income families engaging with their schools, which</p>	<p>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</p>

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.

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)"

understanding and/or success in the presented topic.

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

Actions/Services 4.1.3

Principally Targeted Student Group

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Parent Participation in Site Committees and Councils</p> <p>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 used to purchase items to carry out these events.</p> <p>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.</p> <p>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.</p>	<p>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: <u>Deepening Democracy: Institutional Innovations in Empowered Participator Governance.</u></p>	<p>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.</p> <p>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.</p> <p>3. Increase of parent attendance to Strategies classrooms at Back to School Nights. Increase parent participation at other parent events.</p>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$2000	Certificated- Salaries	
EL Supplemental (7250/0000)	\$2000	Classified- Salaries	
EL Supplemental (7250/0000)	\$2000	Certificated- Salaries	

Actions/Services 4.1.4

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Home Visits</p> <p>1. A group of staff volunteers will be trained on the procedures for Family Home Visits and Family Engagement, 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.</p> <p>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.</p>	<p>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</p> <p>Strategies for Student Attendance and School Climate in Baltimore's Community Schools. Durham, Rachel E; Connolly, Faith. Oct 2017.</p>	<p>1. Increased number of staff trained, as well as the implementation of home visits in at least term, agenda, sign-in sheets will be collected for those who are trained.</p> <p>2. Increase in number of home visits to African American families and families with SWD by the end of term 4. Home visits will be recorded on a Google Form, with information the staff member needs to submit when a Home Visit is complete. Also, the Parent Contact Log will be updated to show home visits.</p>

Funding Source	Amount	Description of Use	

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 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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>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.</p>	<p>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</p>	<p>1. At Term 2, baseline of community participation will be determined by the events in Fall and Winter 2022. Parent and student feedback will be discussed to determine any needed adjustments.</p>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$2000	Certificated- Salaries	

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, CTE academy/pathway 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 area 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.



V. Funding

Cosumnes Oaks High School (455) | 2022 - 2023

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	0.0000	\$0	\$114,111	\$114,111	\$114,111	\$0	\$0	\$0	\$0
2270 Extended Day (9-12) 0000 Unrestricted	0.0000	\$0	\$59,744	\$59,744	\$59,744	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0.0000	\$0	\$20,000	\$20,000	\$20,000	\$0	\$0	\$0	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	0.0000	\$0	\$155,500	\$155,500	\$43,550	\$12,000	\$84,500	\$15,450	\$0
7206 Academic Competitions 0000 Unrestricted	0.0000	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training 0000 Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7220 Honors/Advanced Placement Coordination 0000 Unrestricted	0.0000	\$0	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0	\$0
7225 Honors/Advanced Placement Outreach (OCR) 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0
7233 AVID Support 0000 Unrestricted	0.0000	\$0	\$7,300	\$7,300	\$7,300	\$0	\$0	\$0	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	0.0000	\$0	\$23,893	\$23,893	\$19,393	\$0	\$0	\$4,500	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$392,048	\$392,048	\$274,598	\$12,000	\$85,500	\$19,950	

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	\$0
Subtotal of state or local funds included for this school	\$392,048

Signatures: (Must sign in

Date

blue ink)

Principal Juan Jauregui

School Site Council Chairperson Brett Lapinski

EL Advisory Chairperson Rachel Baird
