



Laguna Creek High School

Local Control Accountability Plan (LCAP) 2022-2023

Principal: Mark Benson

County-District-School (CDS) Code: 34673143430592

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

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

IV. Goals, Actions and Services

Laguna Creek 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?

The LCHS LCAP planning process is an ongoing year-long process. Educational partners provide input and feedback during Staff and Leadership meetings, School Site Council meetings, and Monthly Parent meetings. In addition, parent, student, and staff feedback is gathered throughout the year with the various site and District surveys.

School Site Council:

- October 6, 2021
- November 17, 2021
- February 23, 2022
- March 31, 2022
- April 27, 2022
- May 25, 2022

ELAC Mtgs.

- September 13, 2021
- January 26, 2022

Black Student Union

- March 22, 2022

Impact of LCAP and Annual Update

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

These consultations either validated the work we were doing and the need to either discontinue, revise or add goals and actions.

Revisions included:

Site Goal 1: COVID restrictions have limited staff professional development and learning.

- Consideration for Solution Tree (PLC) and International Baccalaureate (IB) Professional Learning for the next year.
 - Training to support additional Collaborative Team Meeting time created by adjusting the bell schedule.

Site Goal 2: The COVID restrictions limited staff interaction opportunities. The lack of in-person professional learning created challenges for further PLC professional learning. Staff surveys indicate additional collaborative team time is needed and the bell schedule adjust will help address the concern.

- Solution Tree Contract includes options for Virtual Training and access to a video library to support remote professional learning will continue.
- Continued professional learning to support student engagement and intervention was recommended.

Site Goal 3: There is a strong need for Social-Emotional Learning and Campus Climate emphasis. Students returning from COVID have needs created due to the pandemic and resources should be allocated to address the concerns.

Site Goal 4: The virtual learning environment limited parent interaction opportunities.

- When appropriate, continuing to use virtual meetings to increase parent involvement opportunities was recommended.
- Include in-person events to support a positive community and campus climate.

Resource Inequities

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

LCCHS is currently at the General Assistance level for 2022. However, school priorities include academic intervention and social-emotional wellness. Additional resources would focus on enhancing academic and emotional support.

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

Site Goal 1.1: Increase the % of students taking at least one honors/IB/AP class to support the WASC identified goal of Student Engagement.

- Whole School from 51% to 55%
- African American from 35% to 40%
- Hispanic from 42% to 47%

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

Actions/Services 1.1.1

Principally Targeted Student Group

• All • Black or African American • Hispanic or Latino

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

1. Students will have access to AVID, Honors, AP, and IB courses.

What is the Research Confirming this is an Effective Practice?

- Key findings from global research on the impact of IB

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

1. Metrics may include:

The funding provides additional resources that provide broad and robust learning experiences that promote student Honors/AP/IB participation. Increase the number of AVID/AP/IB trained teachers.

The action includes funding for Professional Development and learning experience-related expenses.

- Staffing Timesheets directed towards recruitment and supporting PTSG AP/IB enrollment and achievement.
- Curriculum
- Instructional Materials
- Technology Services
- Coaching & Facilitation
- Release Time to support PLC Implementation and Academic Intervention.
- Instructional Supplies
- Instructional Equipment
- Professional Development directed towards AP/IB course expansion and PLC Process implementation.
- Conferences and related expenses

programmes and Honors classes - <http://www.ibo.org/globalassets/publications/ib-research/globalkeyfindingsheeten.pdf>

- Increase the number of qualified teachers able to teach AVID, Honors/AP/IB classes.
- AP Exam Results
- IB DP Diploma Programme Participation Rate
- IB DP Assessment Scores
- IB MYP Participation Rate
- IB MYP Personal Project Participation Rate

Funding Source	Amount	Description of Use	
PreAP Training (7218/0000)	\$5000	Contracts/Services /Subscriptions	
AP Recruitment (7225/0000)	\$1000	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	\$25000	Contracts/Services /Subscriptions	

Actions/Services 1.1.2

Principally Targeted Student Group

- All • Black or African American • Hispanic or Latino

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. Use the PSAT to identify students that appear to have the potential to be successful in honors level classes and meet with the students and parents to encourage them to enroll in one or more classes.
Counseling staff will review student PSAT data and course enrollment. During this analysis, counselors will communicate with students and families to encourage placement in advanced courses.

The Race Gap in High School Honors Classes
Minority students are far less likely to take AP classes or even attend high schools that offer a college-prep curriculum. <https://www.theatlantic.com/politics/archive/2014/12/the-race-gap-in-high-school-honors-classes/431751/>

1. Metrics may include:
- The student participation rates for AP & IB (MYP & DP) courses.
 - The student participation rate for the MYP Personal Project.
 - Counselor analysis of student placement.

Funding Source	Amount	Description of Use	

Site Goal 1.2

Increase the % of EL, RFEP, and English Only students making yearly progress in ELA to support the WASC identified goal of Student Engagement.

- Whole school increase from 70% to 75% of students proficient or advanced on CAASPP
- Increase the % of EL students redesignating from 5% to 10%.
- Increase in % of EL students that are progressing to English Proficiency (ELPI Progress) from 67%-70%

Metric: Redesignation

Actions/Services 1.2.1

Principally Targeted Student Group

- EL • R-FEP

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. Staffing to reduce class size in English, ELA literacy, EL Edge classes, and EL Support classes (0.60 FTE) in order to increase student achievement, support meeting high school graduation requirements, and increase positive student behaviors towards learning and engagement.</p>	<ul style="list-style-type: none"> • Class size: How does it affect learning? • http://www.nea.org/assets/docs/PB08_ClassSize08.pdf 	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> • ELA Literacy and EL Edge enrollment totals. • A-G Completion Rates • Attendance Data • PLC Assessment Data • ELPAC Data • Student Engagement Survey • ELAC Meeting Participation

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	\$40000	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	\$20000	Certificated- Salaries	

Actions/Services 1.2.2

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>Timesheet hours to do ELPAC testing, ELAC Meetings, and EL Coordination for all EL Students.</p> <p>EL Coordinator Duties: EL coordinator duties may include: identification/placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings. ELPAC coordinator duties may include: ELPAC Coordinator includes roles and responsibilities for the assessment of students using initial and summative ELPAC</p> <p>Funding for light refreshments, materials and supplies for ELAC Meetings.</p>	Testing mandated by law.	<p>Metrics may include:</p> <ul style="list-style-type: none"> • ELPAC Results • ELAC Participation

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	\$4000	Certificated- Timesheets	
EL Supplemental (7250/0000)	\$437	Materials/Supplies/Equipment	

Site Goal 1.3

The site goal is to address the WASC-identified area of Student Engagement specifically by the reduction of the percentage of students receiving D and F grades and increasing performance on CAASPP Testing.

- Increase the School-Wide Distance from Standard in ELA from 30 to 50 points.
 - Improve African American Distance from Met from -4 to 1.
 - Improve Hispanic Distance from Met from 26 to 31.
 - Improve EL student Distance from Met from -105 to -100.
- Increase the School-Wide Distance from Standard in Math from -32 to -27.

- Improve African American Distance from Met from -96 to -91
- Improve Hispanic Distance from Met from -71 to -65.
- Improve EL student Distance from Met from -195 to -190
- Increase the student Graduation Rate from 94.9% to 96%

Metric: CAASPP

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?
<p>1. Purchase of supplementary curriculum, technology, equipment, software, tools, and resources to increase engagement. Includes subscriptions to Turnitin.com.</p> <p>Supplemental instructional materials and curriculum will be included on the district's approved list and in accordance with Board Policy 6161.1.</p>	<p>Research affirms the benefit of integrating technology into instruction. Technology provides an opportunity for a variety of authentic and global learning experiences.</p> <p><u>Enhancing the Arts and Science of Teacher with Technology</u>, by. S. Magana and R. Marzano (2014)</p>	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> ● Program analytics on student performance and participation ● Teacher Feedback ● A-G Completion ● Graduation Rate from the California Dashboard

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$10050	Contracts/Services /Subscriptions	

Actions/Services 1.3.2

Principally Targeted Student Group

- Black or African American • EL • Hispanic or Latino • Low Income

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. PTSG's will be provided AVID-aligned instruction and learning experiences.</p> <p>The action includes funding for field trips, release time, stipends, substitutes, professional development conferences, supplies, consultation fees, resources for meetings, and</p>	<p><u>An Integrated Approach to Academic and Social Supports:</u> Tom Vander Ark, Mary Ryerse, 2017</p> <p>AVID provides comprehensive professional development that increases teacher effectiveness, provides an instructional support model, builds a college- and career-going culture, and increases</p>	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> ● EL Walkthroughs ● Classroom Observations ● Staff Surveys ● Staff Participation Rates ● AVID Evaluation

equipment.

enrollment in rigorous courses, college-going rates, and persistence rates into the second year of college.

Funding Source	Amount	Description of Use	
AVID (7233/0000)	\$1000	Materials/Supplies/Equipment	
AVID (7233/0000)	\$1000	Contracts/Services /Subscriptions	
AVID (7233/0000)	\$4000	Certificated- Salaries	
AVID (7233/0000)	\$1300	Certificated- Timesheets	

Actions/Services 1.3.3

Principally Targeted Student Group

• All • Black or African American • Low Income • School-wide

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. School will provide Extended Day learning opportunities. The action includes resources for stipends, certificated and classified salaries, curriculum, and online resources.</p> <p>The action supports credit recovery, academic support, and enrichment for PTSG including specific EL Tutoring. The PLC Process will be used to identify students that need intervention and extended day support.</p>	<p>Research Brief: <u>Extended Learning Time</u> Hanover Research 2012</p>	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> • Student Grades • Student Participation Rates • Edgenuity Data • PLC Data • EL Tutoring Participation Rates

Funding Source	Amount	Description of Use	

Actions/Services 1.3.4

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?

Purchase VAPA equipment, supplies, and materials for students to participate in both curricular and extra-curricular experiences inside and outside of the classroom.

- Ceramics
 - \$2,698
- Dance & Music
 - \$806
- Photography
 - \$5,319
- Animation
 - \$3,046
- IB Art
 - \$4,129
- Art 2/3
 - \$4,000

VAPA Funding Items:

- Theatre Supplies, materials, costumes, tools-\$9,900
- Ceramics Materials: Ceramic stool replacement-\$1,628
- Ceramics equipment: Potter's Wheel Repair-\$1,732
- Music Department: Replacement Headphones-\$560
- Photo Supplies VAPA Supplies and materials-\$1,175

The Role of Arts Participation in Students' Academic and Nonacademic Outcomes: A Longitudinal Study of School, Home, and Community Factors

https://www.researchgate.net/publication/258100829_The_Role_of_Arts_Participation_in_Students'_Academic_and_Nonacademic_Outcomes_A_Longitudinal_Study_of_School_Home_and_Community_Factors

Metrics may include:

- School Surveys
- CA Dashboard Data
- Student Participation & Enrollment Data
- Facilities Survey

Funding Source	Amount	Description of Use	
Student Fees (2312/0000)	\$20000	Materials/Supplies/Equipment	

Site Goal 1.4

Increase the % of students being placed in the "Prepared" level on the College/Career Indicator (California Dashboard). Site goal to address the WASC identified area of Student Connectedness and Student Engagement.

- Increase the percent of total students placed in the Prepared level from 50.8% to 52% as measured by the CA Dashboard.
- Increase the percent of total African American students placed in the Prepared level from 29.3% to 34% as measured by the CA Dashboard.
- Increase CTE sequencing completion for all students from 26% to 35%.
- Increase CTE sequencing completion for African American students from 28% to 32%.
- Increase CTE sequencing completion for EL students from 21% to 25%.

Increase the % Graduates A-G Complete compared to the previous Graduating Class.

- Increase Overall from 54% to 60%.
- Increase AA from 42% to 50%.
- Increase Hispanic from 46% to 50%
- Increase SWD from 9% to 12%.

Metric: CTE Sequence Completion

Actions/Services 1.4.1

Principally Targeted Student Group

- All • Black or African American • Hispanic or Latino • Low Income

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>Increase the number of students participating in both curricular and extra-curricular activities of our California Partnership Academies and CTE Pathways. Work focuses on elements #2 and #11 of HQ CTE instruction. Funding also provides resources to explore additional Pathway opportunities. Action includes resources for:</p> <ul style="list-style-type: none"> • Staffing Timesheets supporting recruitment. • Instructional Equipment, Materials & Supplies supporting engagement and completion. • Professional Development supports engagement and student connectedness. • Conferences and related expenses • California Partnership 	<ul style="list-style-type: none"> • How Career and Technical Education Can Help Students be College and Career Ready: A Primer; • https://www.aypf.org/wp-content/uploads/2013/04/CCRS-CTE-Primer-2013.pdf 	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> • CTE enrollment data • CTE completion data • CPA enrollment data • Student engagement survey • Pathway & CPA projects

- Academies
 - GETA
 - MPTA
 - SCA
- Pathways
 - Computer Science
 - Digital Photo
 - Graphic Design

Funding Source	Amount	Description of Use
CTE (7235/0000)	\$19500	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: <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Other (Site-based/local assessment)
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Site Goal 2.1

Implement the PLC process with fidelity to support the WASC identified area of PLC Implementation.

- Increase the School-Wide Distance from Standard in ELA from 30 to 50 points.
 - Improve African American Distance from Met from -41 to 0.
 - Improve Hispanic Distance from Met from 6 to 15.
 - Improve EL student Distance from Met from -147 to -100.
- Increase the School-Wide Distance from Standard in Math from -26 to -15.
 - Improve African American Distance from Met from -99 to -91
 - Improve Hispanic Distance from Met from -68 to -65.
 - Improve EL student Distance from Met from -151 to -140
- Increase the student Graduation Rate from 92% to 96%

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

- Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • 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. Laguna Creek High School will use the Professional Learning Community collaborative principles to support student learning.</p> <p>The action includes financial support for consultation fees, conferences and related costs, supplies, equipment, teacher substitutes, timesheets, tools, Survey Monkey Subscription, nourishment, and resources to conduct site meetings.</p>	<ul style="list-style-type: none"> • Next Generation Accountability by Douglas Reeves and Rebecca DuFour (2018) • http://www.allthingsplc.info/files/uploads/NextGenerationAccountabilitybyBeckyDuFourandDougReeves.pdf 	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> • PLC Agendas focused on the four critical PLC questions • PLC Data Analysis • PLC Inventory (Organizational Health)

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$20000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$10000	Certificated- Timesheets	

Actions/Services 2.1.2

Principally Targeted Student Group

• All • Black or African American • EL • Low Income • 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. Training for teachers on the use of Illuminate Software to assist in PLC data gathering (with a focus specifically on how to gather assessment data for principally targeted student groups and Students with Disabilities and EL Students.</p>	<p>Hattie Effect Size: Feedback .73</p> <p>Article: Impact of Formative Assessment and Learning Intentions on Student Achievement - https://www.hanoverresearch.com/media/The-Impact-of-Formative-Assessment-and-Learning-Intentions-on-Student-Achievement.pdf</p>	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> • Illuminate training participation • PLC Data Analysis

Funding Source	Amount	Description of Use	

All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

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

The site goal is to address the WASC-identified area of Student Connectedness. Increase the % of students that are connected to the school as measured by:

- Maintain the school-wide suspension rate at or below 5%.
- Decrease the suspension rate of African American students from 11% to 9%, and the rate of Students with Disabilities from 11.5% to 9%.
- Increase the % Overall Favorable Responses on the EGUSD SEL Survey from 71% to 75%.

Metric: Suspension

Actions/Services 3.1.1

Principally Targeted Student Group

- Black or African American • Foster Youth • School-wide • 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 Staffing for Counselor to support the PBIS Program (1.0 FTE), specifically to train and manage conflict managers and work with tier two students. The PBIS Counselor will coordinate with LCHS PBIS Coordinate to deliver mental health and wellness support.</p> <p>PBIS Counselor will emphasize support for PTSG's to support coping and conflict mediation skills. The position will collaborate with PBIS and Advocacy Coordinator to develop SEL and PBIS advocacy lessons.</p>	<ul style="list-style-type: none"> • Chapter 1 in the book, "Better than Carrots or Sticks": • http://www.ascd.org/publications/books/116005/chapters/Punitive-or-Restorative@-The-Choice-Is-Yours.aspx • Horner, R., & Sugai, G. (2008). Is school-wide positive behavior support an evidence-based practice? OSEP Technical Assistance Center on Positive Behavioral Interventions and Support. 	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> • PBIS TFI • Cardinal Support Center Referral Totals • Student Recidivism Rate

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$100000	Certificated- Salaries

Actions/Services 3.1.2

Principally Targeted Student Group

- Black or African American • School-wide • 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. School-Wide PBIS and SEL programs. The action includes funding for materials, resources, technology contracts, and signage.</p> <p>Action includes hardware and technology contracts for campus-wide electronic pass systems.</p> <p>Action includes funding for supplemental clerical support.</p> <ul style="list-style-type: none"> • PBIS SOA II Clerical <ul style="list-style-type: none"> ◦ Support PBIS Coordinator and PBIS Counselor with Tier 1 and Tier 2 implementation. <p>Funding includes support for PBIS Professional Learning and Conferences such as the California Association of Directors of Activities (CADA), Counseling SEL, and Link Crew Training/Conferences to enhance campus activities and student connectedness.</p>	<ul style="list-style-type: none"> • Article: Research Matters / Promoting Adolescents' Prosocial Behavior • http://www.ascd.org/publications/educational-leadership/apr06/vol63/num07/Promoting-Adolescents'-Prosocial-Behavior.aspx • GreatSchools Staff, "Why attendance matters", GreatSchools.org, pages 20— 22 	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> • Student Participation Rates (Cardinal Red Drawings) • Organizational Health Survey • CA Dashboard Discipline Data • EGUSD Staff Climate Survey • Student Engagement and attendance data. • PBIS TFI

Funding Source	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$5000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$10000	Contracts/Services /Subscriptions
Supplemental/Concentration (7201/0000)	\$16962	Classified- Salaries

Actions/Services 3.1.3

Principally Targeted Student Group

- 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?
1. Provide entry fees and materials for Academic Competitions.	<ul style="list-style-type: none"> • Science Olympiad: The Role of Competition in Collaborative Science Inquiry - https://www.soinc.org/sites/default/files/uploaded_files/NSFcompres.pdf 	1. Metrics may include: <ul style="list-style-type: none"> • Student Participation Rates • EGUSD SEL Survey

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

Site Goal 3.2

Decrease the referral and suspension rates of students - focusing on African American and Hispanic students (According to California Dashboard)

- Maintain or Decrease whole school suspension rates below 5%.
- Decrease the suspension rate from 11% to 9% - African American
- Decrease the suspension rate from 8% to 5% - Students with Disabilities

Metric: Suspension

Actions/Services 3.2.1

Principally Targeted Student Group

- Black or African American • School-wide • 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?
1. Staffing for Teacher in Charge to support the PBIS Program (0.55 FTE), to specifically collaborate with administration, PBIS	<ul style="list-style-type: none"> • Chapter 1 in the book, "Better than Carrots or Sticks": • http://www.ascd.org/publications/books/116005/chapters/Punitive-or- 	1. Metrics may include: <ul style="list-style-type: none"> • PBIS TFI • MTSS Referral Data • CA Dashboard Discipline Data

Coordinator, and teacher in the CSC (Cardinal Support Center), and Tier 2 team in supporting campus equity, implementing PBIS, Restorative Practices, and alternatives to suspension.	Restorative@-The-Choice-Is-Yours.aspx	<ul style="list-style-type: none"> • Student Recidivism Rates
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Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$55000	Certificated- Salaries

Actions/Services 3.2.2

Principally Targeted Student Group

- Low Income • School-wide

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. Funding to support the Junior Class University field trip. The action includes funding for transportation, substitutes, and related expenses.	1. https://www.neamb.com/work-life/how-field-trips-boost-students-lifelong-success	1. Metrics may include: <ul style="list-style-type: none"> • Cohort A-G completion • Cohort Drop-Out • Field Trip Participation

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$500	Contracts/Services /Subscriptions
Supplemental/Concentration (7201/0000)	\$600	Certificated- Timesheets

<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> <ul style="list-style-type: none"> • 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
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Site Goal 4.1

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

- Increase the % of parents rating their opportunities to interact with the school from 70% to 77%

Metric: Family and Community Engagement

Actions/Services 4.1.1

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?
<p>1. Laguna Creek High School will provide opportunities to present and inform parents about school initiatives. In addition, LCHS will provide learning opportunities for families to support student learning.</p> <p>Specific Outreach Actions:</p> <ul style="list-style-type: none"> • Breakfast with Benson (Monthly) • Weekly Newsletters • IB Programme Meetings • School Site Council • Open House • Parent Lunch Days • Community Events <p>The action includes funding for staffing, supplies, equipment, curriculum, contracts, services, and resources for meetings.</p>	<ul style="list-style-type: none"> • Article: Partnering with Families and Communities • http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/Partnering-with-Families-and-Communities.aspx 	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> • Stakeholder Surveys • Parent Participation and Attendance • Artifacts from involvement opportunities • Sign-in sheets/Agendas • EGUSD Parent Survey

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$1000	Classified- Timesheets	
Supplemental/Concentration (7201/0000)	\$1000	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	\$1000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$1300	Contracts/Services /Subscriptions	

Actions/Services 4.1.2

Principally Targeted Student Group

• All • Black or African American • Low Income

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. LCHS will provide parent informational meetings regarding financing and applying for Post-Secondary Education. Pathways to Success Meetings - monthly meetings and materials to run the program (Sally Smith and CAAP program)</p>	<ul style="list-style-type: none"> • Article: Partnering with Families and Communities • http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/Partnering-with-Families-and-Communities.aspx 	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> • Parent Participation Rates • Meeting Attendance • Success Annual Report

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

Actions/Services 4.1.3

Principally Targeted Student Group

• Black or African American • 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?
<p>1. Staffing for Teacher in Charge to work with families to improve attendance and to provide opportunities for increased opportunities for parents and families to interact with school staff (0.55 FTE). The position collaborates with PBIS Counselor and Coordinator to enhance family communication to support student attendance.</p>	<ul style="list-style-type: none"> • Article: Rethinking Parent Involvement • http://www.ascd.org/publications/educational-leadership/sept92/vol50/num01/Rethinking-Parent-Involvement.aspx 	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> • EGUSD Parent Connectedness Survey • LCHS Parent Communication Survey • Family School Event Participation Attendance

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$55000	Certificated- Salaries	

Actions/Services 4.1.4

Principally Targeted Student Group

- 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. Raising Youth Resilience (RYR) collaborating with LCHS Black Student Union (BSU) to improve student attendance, engagement, and connectedness. Action includes targeted and school-wide student support. In addition to Tier 1 and 2 supports, RYR works with an identified caseload to provide Tier 3 support.</p>	<p>"Family Engagement Toolkit: Continuous Improvement through an Equity Lens," California Department of Education, 2017</p>	<p>Metrics may include:</p> <ul style="list-style-type: none"> • Student Attendance Rates • Student Progress Reports • RYR Rise Up Challenge • BSU & RYR Observations

Funding Source	Amount	Description of Use	

Actions/Services 4.1.5

Principally Targeted Student Group

- EL • Foster Youth • Low Income • R-FEP • School-wide

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. .50 FTE SOA II/Attendance (Attendance Intervention/contracts): Provide intervention and support services to address attendance, academic achievement, and school involvement.</p> <p>1. Actions include supporting:</p> <ol style="list-style-type: none"> 1. Parent Outreach 2. Foster Youth 3. EL Support 4. Low-Income 	<ul style="list-style-type: none"> • Great Schools Staff, "Why attendance matters", Great Schools.org, pages 20— 22 	<p>1: Metrics may include:</p> <ul style="list-style-type: none"> • Chronic Absenteeism data • Student attendance data • EGUSD Parent Survey • SmartPass Data • LCHS Communication Survey • Monthly Breakfast with Benson Feedback • ELAC Feedback

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$16962	Classified- 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.

n/a

V. Funding

Laguna Creek High School (473) | 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	\$133,362	\$133,362	\$133,362	\$0	\$0	\$0	\$0
2270 Extended Day (9-12) 0000 Unrestricted	0.0000	\$0	\$17,024	\$17,024	\$17,024	\$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	\$354,375	\$354,375	\$55,050	\$30,000	\$188,062	\$81,262	\$1
7206 Academic Competitions 0000 Unrestricted	0.0000	\$0	\$500	\$500	\$0	\$0	\$500	\$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	\$44,437	\$44,437	\$44,437	\$0	\$0	\$0	\$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	\$587,998	\$587,998	\$287,173	\$30,000	\$189,562	\$81,262	

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	\$587,998

Signatures: (Must sign in

Date

blue ink)

Principal Mark Benson

School Site Council Chairperson Tracey Delnero

EL Advisory Chairperson Samih Shedadeh
