Rio Cazadero High School

Local Control Accountability Plan (LCAP)
2022-2023

Principal: Doug Wendle

County-District-School (CDS) Code: 34673143430329

Elk Grove Unified School District
Elk Grove, California

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

IV. Goals, Actions and Services

Rio Cazadero 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?

- School Site Council - 10/21/2021, 11/17/2021, 3/3/2022, 4/20/2022
- ELAC - 10/21/2021, 4/27/2022
- Staff Meetings - 8/9/2021; 0/4/2021; 10/25/2021; 9/27/2021; 1/3/2022; 4/4/2022
- Title 1 Parent Night - 9/9/2021

LCAP Metrics and Dashboard Alternative School Status (DASS) data were reviewed with stakeholder in developing the plan, including site data specific related to:

- Graduation Rate
- Progress Toward English Proficiency
- Attendance and Absences
- Discipline data including suspensions and expulsions
- School Connectedness and Climate
- Family and Community Engagement
- CAASPP
- California Healthy Kids Survey
- WASC Mid-Cycle Data and Report

The review of the data with staff occured regularly at site meeting, including those listed above.

The review of data with SSC occured at each meeting, with particular focus for the development of the plan in February () and evaluation of previous plan with implications for development of new plan occuring in April ()

Rio Cazadero High School operates in a transparent manner with regard to identifying priorities and allocating resources. All meeting opportunities are utilized to discuss the needs of the students and steps that the school can take to meet those needs and provide opportunities for student success.

Impact of LCAP and Annual Update

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

The School Site Council, ELAC and staff reviewed input from all stakeholders. They synthesized the input to include the following site priorities in the LCAP:

1. Provide extended learning opportunities for all students, particularly those at risk of not graduating on time.
2. Provide professional development opportunities for certificated and classified personnel to support student academic and personal needs.
3. Increase parental and community involvement.
4. Increase opportunities for academic support to enable all student to engage in rigorous instruction to prepare them for college and career options.
5. Develop a strong college/career focus and support. Provide opportunities for students to adjust plans and connect academic training to personal goals.
6. Expand experiential learning experiences, including project based instruction, field trips, speakers and performances.
7. Create opportunities in the classroom and beyond to make learning relevant and engaging.
8. Provide academic and non-academic support for students, to help them be successful.
9. Emphasize the importance of attendance and provide support and follow-up to ensure that students are able to be at school.

The ongoing inclusion of our stakeholders allowed them to provide meaningful input that we were able to integrate into the plan. This process also allowed the school to gather feedback from stakeholder groups who had not previously participated in the school plan development process. The school developed a coordinated plan consolidating WASC, Title 1 and LCAP to address the needs of all student learners.

Resource Inequities

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

Our school was identified as Comprehensive Support and Improvement because our graduation rate needs additional focused support to meet growth goals. As a result of our needs assessment, additional resources to support the following goals and actions have been added to support the increased success of graduation rate:

1.1.1 Provide extended learning opportunities
1.1.2 Purchase technology to support instruction and provide professional development to increase staff skill in using technology
1.1.4 Provide professional development for teachers to develop curriculum and refine instructional strategies
1.1.5 Expand implementation of PLCs
1.2.1 Increase enrollment in CTE courses and other options to boost connections to college and careers
1.2.2 Provide compensation to CTE instructor to provide outreach to connect students to college and career options.
1.3.1 Provide professional development for instructional strategies that are particularly effective with English Learners
2.1.1 Develop and utilize formative, interim, and summative assessments in order to improve student academic performance
2.1.3 Work with Instructional Coaches and other resources to provide professional development regarding assessment strategies as well as effective instructional practices based on student assessment data and current research
3.1.1 Work with site, district, and community resources to increase attendance
3.1.2 Ensure access to transportation for students
3.2.1 Implement positive behavior practices to support all students
3.2.3 Provide professional development for staff to support all students
4.1.1 Provide increased opportunities for parent and community members to support increased student success
4.1.2 Update school-home communications to keep parents informed about student progress
4.1.3 Work with site, district, and community resources to increase attendance

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

- Increase percentage of students who meet or exceed performance goals in English Language Arts from 13% to 20%.
- Increase percentage of students who meet or exceed performance goals in Math from 13% to 20%.
- Increase the skill level for all students in all academic subjects.

- Increase percentage of students who meet all graduation requirements from 31.4% to 70%.

Metric: A-G Completion

Actions/Services 1.1.1

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?
Provide learning options including out of school time, extended day learning opportunities, and credit recovery programs for students not meeting proficiency standard or who are behind in ELA, Math, Social Science, Science and other graduation requirements. Actions to provide learning opportunities in needed subjects include, but are not limited to: Summer School, additional sections, school day and after school academic support, field trips, weekend instructional programs and Edgenuity or similar credit recovery program. Includes paying teachers and other staff for time beyond contracted hours.	It's About Time: Extended Learning and Academic Achievement; Koury, Amanda S. – University of Pittsburgh Office of Child Development, 2013 The educational value of field trips Greene, J.P., Kisida, B., & Bowen, D.H. (2013). The educational value of field trips. Education Next, 16.	• Graduation numbers and rate • Grade distribution (Reduce number of D/Fs in courses) • Credit accumulation (Increase per student) • CAASPP • District and site assessments • Admin Team observation data (Utilize FHQI focus observation tool) • Teacher utilization data • Pre/post survey • Quarterly student credit review

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$9000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$927	Contracts/Services/Subscriptions	

Actions/Services 1.1.2

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?
Purchase technology based equipment, software, programs and subscriptions to support	Transforming American Education: Learning Powered by Technology, National Education Technology	• Graduation numbers and rate • Grade distribution (Reduce number of D/Fs in courses)

instruction for students. Provide professional development for staff to increase skill in developing and implementing instruction using technology to increase success with the target group. Purchase subscription and/or instructional strategies as part of a research supported program to help improve writing, which is a persistent area of growth for the students in the school. Additional training in the use of Google in the Classroom. Upgrade technology and equipment for teachers and classrooms to in-person, distance and concurrent learning. Upgrade technology and equipment for administration and support to support student intervention and teacher professional development for concurrent, distance and in-person learning. All instructional materials must be standards aligned and conform to district expectations.	Plan 2010, U.S. Department of Education	• Credit accumulation (Increase per student) • CAASPP • District and site assessments • Admin Team observation data (Utilize FHQI focus observation tool) • Teacher utilization data • Pre/post survey • Quarterly student credit review

Funding Source	Amount	Description of Use	
Student Fees (2312/0000)	$1500	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$2000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$3427	Contracts/Services /Subscriptions	

Actions/Services 1.1.3

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?
Purchase supplementary instructional materials, science lab supplies, virtual lab programs, services, books, presentations, equipment and supplies to support instruction. Provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources. Particular emphasis on items and services to support	A Literature Study Related to the Use of Materials in the Classroom. Yarger, Gwen P.; Mintz, Susan L.	• Classroom observations • Products produced • Graduation numbers and rate • Grade distribution (Reduce number of D/Fs in courses) • Credit accumulation (Increase per student) • CAASPP • District and site assessments • Utilize Illumination data to gauge effectiveness of

students who are behind in credit and/or need additional support to achieve proficiency and develop skills. Specific supplementary materials will be identified in collaboration with the Instructional Coaches based on history of success with students with similar needs and profile. All instructional materials must be standards aligned and conform to district expectations. In accordance with BP 6161.1 no more than 15 copies (including digital) may be purchased without Board adoption. Science lab equipment and virtual lab programs will be identified in support of NGSS coursework. Specific actions for the VAPA portion include purchasing consumable materials and supplies for VAPA instruction including: • Consumable Art Supplies including paper, canvas, brushes, paint, clay • Equipment needs		instruction utilizing the materials and services • Monthly review by Leadership Team of observational data using FHQI focus observation tool • Walk-through observations with Instructional Coaches and peer teams using FHQI focus observational tool

Funding Source	Amount	Description of Use	
Student Fees (2312/0000)	$1500	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$2000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$4000	Contracts/Services /Subscriptions	

Actions/Services 1.1.4

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?
Provide opportunities for professional development, including but not limited to conferences, workshops, release time during the school year, hourly pay during the summer, or salary credit beyond work hours for	Professional Development and Teacher Learning: Mapping the Terrain; Hilda Borko; Educational Researcher; November 1, 2004	• Produced instructional materials • Workshop rosters • Utilize Illumination data to gauge effectiveness of instruction utilizing the curriculum and strategies

teachers to learn about and develop curriculum and refine instructional strategies to meet the needs of students. Purchase books and support materials for professional development, including those addressing Culturally Responsive instruction and disproportionality. Collaborate with coaches and teachers for program review and refinement and to implement instructional strategies and develop programs to support student learning. The focus will be on implementing PLCs and the development and use of assessment in the continuous improvement cycle. Additional focus areas: core subject area standards implementation and curricular rigor; integrated and interactive instruction; content links to CTE.		- Graduation numbers and rate - Grade distribution (Reduce number of D/Fs in courses) - Credit accumulation (Increase per student) - CAASPP - District and site assessments - Monthly review by Leadership Team of observational data using FHQI focus observation tool - Walk-through observations with Instructional Coaches and peer teams using FHQI focus observational tool

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$1500	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$1000	Certificated- Timesheets	

Actions/Services 1.1.5

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?
Expand implementation of PLCs to support increased student achievement. Provide ongoing professional development and release time for teachers to meet with Instructional Coaches and participate in PLC activities. Purchase books and support materials for PLC professional development. Work with Instructional Coaches and teachers to use time to provide PD and accomplish the following; - Implementation of High Quality Instruction - Identification of essential	Learning by Doing: A Handbook for Professional Learning Communities at WorkTM, Third Edition (A Practical Guide to Action for PLC Teams and Leadership) May 20, 2016 by Richard DuFour and Rebecca DuFour	- Roster/feedback from PLC group meetings - PLC Observations - Classroom observations using FHQI focus observation tool - Utilize Illumination data to gauge effectiveness of instruction - Monthly review by Leadership Team of observational data using FHQI focus observation tool - Walk-through observations with Instructional Coaches and peer teams using FHQI focus

- standards
- Unpack each of their essential standards and write learning targets
- Develop success criteria connected the learning targets
- Use assessment results to intervene or extend as necessary
- Relate information to students

observational tool

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$1000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$1946	Certificated- Timesheets	

Actions/Services 1.1.6

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?
Provide professional development for instructional strategies that have proven success with students in alternative settings, including regular in person instruction, distance learning and transitional models. Specifically, training needs to address the social-emotional and/or learning needs of students. Training may include, but not be limited to, culturally responsive instruction, AVID strategies, the use of technology to differentiate instructions, and experiential education. Focus will include the development of integrated thematic units and connections to CTE, including College and Career Readiness.	Exemplary Practices in Alternative Education: Indicators of Quality Programming; National Alternative Education Association; January 30, 2009	- Agendas and rosters from Professional Development sessions - Classroom observations using FHQI focused tool - Student results: grades, credits earned, progress toward academic goals - Utilize Illumination data to gauge effectiveness of instruction utilizing the strategies - Monthly review by Leadership Team of observational data using FHQI focus observation tool - Walk-through observations with Instructional Coaches and peer teams using FHQI focus observational tool - Subject review of interim assessment data with Instructional Coaches and site teams

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

Actions/Services 1.1.7

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?
Provide release time or compensation beyond work hours for teachers to work in and across content areas in order to develop curriculum and instruction tailored to meet the unique learning needs of students. The curriculum and instruction will be developed for success in an alternative education setting including regular in person instruction, distance learning and transitional models.. Collaborate with Instructional Coaches.	Teaching in alternative and flexible education settings; Martin Mills, Kitty te Riele, Glenda McGregor & Aspa Baroutsis; Teaching Education Vol. 28 , Iss. 1,2017	• Agendas and rosters from Professional Development sessions • Work product from developed curriculum • Classroom observations • Quarterly review of student results: grades, credits earned, progress toward academic goals • Utilize Illumination data to gauge effectiveness of instruction utilizing the strategies • Leadership Team observational data monthly review • Walk-through observations with Instructional Coaches and peer teams • Subject review of interim assessment data with Instructional Coaches and site teams

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$2000	Certificated- Timesheets	

Actions/Services 1.1.8

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?
Provide opportunities for professional development, including but not limited to conferences, workshops, release time during the school year, hourly pay during the summer, or salary credit beyond work hours for teachers to learn about providing high quality instruction in all core classes. Work with Instructional coaches to provide concentrated professional training in the following areas: • analyzing student outcome data • determine what standards to teach and instructional strategies to implement • examine student work to assess effectiveness of strategies	Quality classrooms and schools evolve around powerful teaching and learning for each student. Three sources from the extensive research literature on high quality instruction are briefly described below. J. McTighe's widely researched and used _Understanding by Design_ (2004) focuses primarily on delineating and guiding sound curriculum design. C. Tomlinson's equally widely researched and used _How to Differentiate Instruction in Mixed Ability Classrooms_ (2001) focuses primarily on an instructional delivery model-processes and procedures to ensure that all students learn. _Integrating Differentiated Instruction and Understanding by Design_ (Tomlinson & McTighe, 2006) provides compelling evidence and tools to connect content with students' learning needs-an imperative for students to learn CCSS.	• Standards Implementation based on Survey data, lesson objectives, classroom observations and assessment results • Grades - reduce Ds/Fs in courses • CAASPP • Classroom observations and walk throughs using FHQI focus tool. • Utilize Illumination data to gauge effectiveness of instruction utilizing the strategies • Leadership Team observational data monthly review • Walk-through observations with Instructional Coaches and peer teams using FHQI focus tool. • Subject review of interim assessment data with Instructional Coaches and site teams

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

Actions/Services 1.1.9

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?
Provide presentations and field trips to support instruction through enrichment and expanded student experiences. The focus of the field trips will be to enhance classroom instruction, increase College and Career Readiness, foster Social and Emotional Learning, and/or	It's About Time: Extended Learning and Academic Achievement; Koury, Amanda S. – University of Pittsburgh Office of Child Development, 2013 The educational value of field trips; Greene, J.P., Kisida, B., & Bowen,	• Field trip and presentations rosters • Student and teacher feedback • Classwork prior to and following experiences • Post-trip survey of participants

strengthen life skills.	D.H. (2013). The educational value of field trips. Education Next, 16. Learning from Live Theater; Students realize gains in knowledge, tolerance, and more; Jay P. Greene, Collin Hitt, Anne Kraybill and Cari A. Bogulski, Education Next , 2015	

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$3000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	$1000	Certificated- Timesheets	
Student Fees (2312/0000)	$2000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	$10000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	$2470	Certificated- Timesheets	
Title I – Basic (4900/3010)	$1000	Classified- Timesheets	

Site Goal 1.2

- Increase percentage of students who meet graduation all graduation requirements from 31.4% to 70%.
- Increase opportunities for students to connect learning to college and career options to increase the relevance of learning and promote completion of graduation requirements.
- Increase numbrer of student participants in CTE programs from 150 to 175. Increase percernt completing CTE and earning high school diploma from 33.3% to 50%. Increase CTE Sequence Completion from 9% to 15%.

Metric: A-G Completion	

Actions/Services 1.2.1

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?
Increase enrollment in CTE courses and other options to boost connections to college and career. Provide professional development and support for teachers to enhance connections to relevant	Site intake data demonstrates high level of disconnect between identified college/career/life goals and academic performance and choices. Many students with low academic success indicated that	• Enrollment in CTE courses • CTE Completion • Graduation numbers and rate • Classroom observation • Lesson design • Professional Development

college and career skills.	they saw school and the courses they were taking as irrelevant to their goals. Career and Technical Education's Role in Dropout Prevention, ACTE Issue Sheet; February 2009	• agendas and rosters • Leadership Team quarterly review

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$500	Certificated- Timesheets	

Actions/Services 1.2.2

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?
Provide compensation through timesheet for CTE teacher to do outreach work with students to connect them with career and college options. Meet with individuals and groups of students to help them develop college and career plans and identify training options. Also provide students with foundational career skills to help them be successful in educational and career settings.	Site intake data demonstrates high level of disconnect between identified college/career/life goals and academic performance and choices. Many students with low academic success indicated that they saw school and the courses they were taking as irrelevant to their goals. Career and Technical Education's Role in Dropout Prevention, ACTE Issue Sheet; February 2009	• CTE enrollment • Student surveys • College/career portfolios • Graduation numbers • Leadership Team observational data monthly review • Site College/Career Team quarterly review of student progress, including products

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$500	Certificated- Timesheets	

Actions/Services 1.2.3

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?

Funds will be allocated to support students enrolled in the Career Technical Education programs through high quality CTE pathways. The funds will be used to provide the following: consumable supplies, instructional materials, instructional equipment and software, field trips related to the career theme or post-secondary preparation, professional development related to instructional methodology and staying current with industry trends.
Is the action only providing funds, and then providing, or is there more specificity as to the actions that will be done?

Pathways supported will be:

- Digital Media (Video Production)
- Additional CTE Course TBD

Specific items for funding:
$3000 for Adobe Pro Tools Institution edition

From the executive summary: "This paper proposes a set of strategies for identifying and supporting career as well as college readiness within the Local Control and Accountability Plans (LCAPs) that will shape accountability reporting for schools and districts. In addition, the paper proposes ways that student accomplishments illustrating career readiness can be included in graduation standards and conveyed to postsecondary audiences."
Standards & Framework - Career Technical Education (CA Dept of ...
The California Career Technical Education (**CTE**) Model Curriculum Standards ... a rigorous and relevant **CTE** curriculum that increases **student achievement**. www.cde.ca.gov/ci/ct/sf/

CTE Model Curriculum Standards - Standards & Framework (CA ...
The newly revised **CTE** Model Curriculum Standards designed to prepare **students** to be both Career and College ready were adopted by the SBE on January ...www.cde.ca.gov/ci/ct/sf/**cte**mcstandards.asp

www.cde.ca.gov.ci/ct/pk/documents/ssreview.doc demonstrates that high quality pathways embody 11 elements. Our actions and services support the following high quality pathway elements:

- 2. High Quality Curriculum
- 9. Skilled Faculty and PD

- CTE enrollment
- CTE Completion
- Classroom Observation
- College/career portfolios
- Graduation numbers/rate
- Leadership Team observational data monthly review
- Site College/Career Team quarterly review of student progress, including products

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$5000	Materials/Supplies/Equipment	

Site Goal 1.3

- Increase percentage of students who meet or exceed performance goals in English Language Arts from

13% to 20%.
- Increase percentage of students who meet or exceed performance goals in Math from 13% to 20%.
- Increase the skill level for all students in all academic subjects.
- Increase percentage of students who meet all graduation requirements from 31.4% to 70%.

Metric: Progress toward English Proficiency	

Actions/Services 1.3.1

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?
In order to support the site redesignation goal and to support overall increased academic achievement and a higher graduation rate for EL student, provide professional development for teachers to identify and implement research based instructional strategies that are particularly effective with English Leaners, including the development of Academic Language. Provide release time for teachers to collaborate and work with instructional coaches and to participate in relevant training.	Bright Ideas from the Classroom; Essential Actions: 15 Research-based Practices to Increase ELL Student Achievement; Kristina Robertson; Colorin Colorado, 2014 Professional Development and Teacher Learning: Mapping the Terrain; Hilda Borko; Educational Researcher; November 1, 2004	• ELPAC • CAASPP • EL strategy surveys • EL Walkthrough obsergations • Re-designation numbers and rate • Graduation rate and numbers for EL students • Review of PICSee data by site Leadership Team

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	$991	Certificated- Timesheets	

Actions/Services 1.3.2

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?
In order to appropriately identify the needs of EL students and to comply with guideline, timesheet certificated and/or classified personnel to coordinate EL services and communicate with	Bright Ideas from the Classroom; Essential Actions: 15 Research-based Practices to Increase ELL Student Achievement; Kristina Robertson; Colorin Colorado, 2014	• ELPAC • Timesheets • EL strategy surveys • Re-designation numbers and rate • EL Walkthrough observations

parents of English Learners. Arrange for translation services as needed. Administer state and local assessments as needed, including ELPAC. Provide Light refreshments for ELAC meetings.		• Review of PICSee data by site Leadership Team

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	$1000	Certificated- Timesheets	
EL Supplemental (7250/0000)	$600	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

Develop and utilize formative, interim and summative assessments tied to CCSS in order to improve student academic performance through ongoing program evaluation.

- Increase percentage of students who meet or exceed performance goals in English Language Arts from 13% to 20%.
- Increase percentage of students who meet or exceed performance goals in Math from 13% to 20%.
- Increase the skill level for all students in all academic subjects.
- Increase percentage of students who meet all graduation requirements from 31.4% to 70%.

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?
Utilize Illuminate to develop and utilize formative, interim and summative assessments tied to	Classroom Assessment and Grading That Work; Robert J. Marzano; 2006	• Assessment tools and results • PLC Observations • Classroom observations using

		FHQI focus tool
CCSS in order to improve student academic performance of students through ongoing program evaluation. Expand implementation of PLCs to facilitate this work. Provide ongoing professional development and release time for teachers to meet with Instructional Coaches and participate in PLC activities.Using the PLC process of collective inquiry teachers will focus on the following: • Teach data cycle of inquiry • What do we want students to learn? • How will we know when each student has learned it? • How will we respond when a student experiences difficulty learning? • How will we respond when learning has already occurred? Purchase books and support materials for PLC professional development.	Learning by Doing: A Handbook for Professional Learning Communities at WorkTM, Third Edition (A Practical Guide to Action for PLC Teams and Leadership) May 20, 2016 by Richard DuFour and Rebecca DuFour	• CAASPP • Disaggregated student results: grades, credits earned, progress toward academic goals • Quarterly review of student results: grades, credits earned, progress toward academic goals • Utilize Illumination data to gauge effectiveness of instruction utilizing the strategies • Leadership Team observational data monthly review • Walk-through observations with Instructional Coaches and peer teams • Subject review of interim assessment data with Instructional Coaches and site teams

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$500	Certificated- Timesheets	

Actions/Services 2.1.2

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

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 professional development opportunities, including conferences, workshops, seminars and site-based sessions, for teachers to develop, implement and use data to enhance Culturally Responsive teaching strategies. Develop additional strategies to promote student equity and success. Examine the data and further refine the work of the	Culturally Responsive Teaching, A Guide to Evidence-Based Practices for Teaching All Students Equitably; Basha Krasnoff; Region X, Equity Assistance Center at Education Northwest; March 2016	• Assessment tools and results • PLC Observations • Classroom observations • Disaggregated student results: grades, credits earned, progress toward academic goals • Quarterly review of student results: grades, credits earned, progress toward academic goals

| teachers to address the needs of the students. | | | • Utilize Illumination data to gauge effectiveness of instruction utilizing the strategies
• Leadership Team observational data monthly review
• Walk-through observations with equity lense |

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$500	Certificated- Timesheets	

Actions/Services 2.1.3

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?
Work with Instructional Coaches and other resources to provide professional development about assessment strategies as well as promising instructional strategies based on student assessment data and current research. Acquire curriculum and instructional materials to support this work. Provide release time for teachers to work in and across content areas and to collaborate with Instructional Coaches and teachers to enhance effectiveness working with all students and particularly those who may be lacking in skills and content knowledge necessary for success.	Bright Ideas from the Classroom; Essential Actions: 15 Research-based Practices to Increase ELL Student Achievement; Kristina Robertson; Colorin Colorado, 2014 Professional Development and Teacher Learning: Mapping the Terrain; Hilda Borko; Educational Researcher; November 1, 2004	• Assessment tools and results • PLC Observations • Classroom observations • Disaggregated student results: grades, credits earned, progress toward academic goals • CAASPP • Quarterly review of student results: grades, credits earned, progress toward academic goals • Utilize Illumination data to gauge effectiveness of instruction utilizing the strategies • Leadership Team observational data monthly review • Walk-through observations with Instructional Coaches and peer teams • Subject review of interim assessment data with Instructional Coaches and site teams

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$500	Certificated- Timesheets	

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

- Increase attendance from 64.1% to 85% for all students with an emphasis on students at risk of not graduating on time.
- Increase percentage of students who meet graduation all graduation requirements from 31.4% to 70%.
- Reduce dropout rate from 27.2% to 15

Metric: Cohort Graduation

Actions/Services 3.1.1

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?
Work with site, district and community resources to increase attendance. Monitor and follow up with students and parents. Implement PBIS and other pro-active programs to promote the importance of student attendance.	Is School-Wide Positive Behavior Support An Evidence-Based Practice? Robert H. Horner, George Sugai and Timothy Lewis; April, 2015	• Attendance data with specific focus on disproportionality • Chronic absenteeism rates • Student, staff and parent surveys • CHKS data • Graduation rate with specific focus on disproportionality • Monthly review by site Leadership Team • Monthly review by site Tier II

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$100	Materials/Supplies/Equipment	

Actions/Services 3.1.2

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

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?
Work with E-Tran and Regional Transit to provide access to transportation for students. Options may include single-ride, daily and monthly passes based on need and attendance.	Rio Cazadero High School's attendance area is the entire district, with the majority of the students coming from west of Hwy 99. School bus transportation is not provided. One of the main reasons cited by students and parents for missing school is lack of transportation. Assessing the Impacts of Student Transportation on Public Transit, Final Report; Fan, Yingling; Das, Kirti; University of Minnesota; December 2015	• Attendance data • Chronic absenteeism rates • Student, staff and parent surveys • CHKS data • RT/E-Tran ticket and pass usage

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$100	Contracts/Services /Subscriptions	

Actions/Services 3.1.3

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

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?

Utilize site, district and community resources to contact parents of the students as well as the students themselves in order to provide additional support to foster increased attendance. Provide access and training for parents to monitor and support their child's attendance, including the use of ParentVue.	Parent, Family, Community Involvement in Education; NEA Policy Brief; Center for Great Public Schools; 2008	• Attendance data • Chronic absenteeism rates • Student, staff and parent surveys • CHKS data • ParentVue usage data • Monthly review by site Leadership Team • Monthly review by site Tier II Team

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$100	Classified- Timesheets	

Actions/Services 3.1.4

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?
Provide intramural afterschool sports and other extracurricular opportunities for students to support connection to the school and provide motivation. Registration, timesheet hour for certificated and classified employees. Purchase materials/equipment for program.	The Effects of Participation in Athletics on Academic Performance Among High School Sophomores and Juniors Sitkowski (2008)	• School Climate • Student Engagement • Attendance • Suspension Data with specific focus on disproportionality • Participation

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$1500	Contracts/Services /Subscriptions	

Site Goal 3.2

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

• Reduce Suspension rate from 6% to 4%
• Reduce disproportionality in discipline by reducing the suspension rate for African American students from 6.7% to 4%

- Increase percentage of students who meet all graduation requirements from 31.4% to 70%.

Metric: Cohort Graduation

Actions/Services 3.2.1

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

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?

Implement positive behavior practices, including PBIS and Restorative Practices. Provide professional development for staff to support all students. Work with site, district, and community resources to support students. Areas of support include physical and mental health, social-emotional support, and lack of access to resources. Actions include:
 	
• materials for the PBIS program:
  ◦ banners, signage and PBIS instructional supplies
  ◦ funding to support PBIS Rewards Program including student instructional materials
  ◦ enrichment opportunities and related costs.
  ◦ funding to support purchase and installation of positive messaging and public displays.
	Is School-Wide Positive Behavior Support An Evidence-Based Practice? Robert H. Horner, George Sugai and Timothy Lewis; April, 2015
	
	Practices for School-wide PBIS Implementation Hanover Research (2015)
		• Student, staff and parent surveys
		• CHKS data
		• PBIS data
		• PBIS Assessments
		• Self-Assessment Survey (SAS)
		• Tiered Fidelity Inventory (TFI)
		• Disaggregated behavior/discipline data with specific focus on disproportionality
		• Referrals to other resources
		• Monthly review by site Leadership Team
		• Monthly review by site Tier II Team
		• Implementation of Tier III

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment	

Actions/Services 3.2.2

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

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 staff development opportunities, including site and district sessions, books and conferences with a focus on culturally relevant strategies that promote success for all students. May include PBIS and restorative practices. Identify and implement strategies that reduce exclusionary actions in order to increase productive instructional time for all students.	Is School-Wide Positive Behavior Support An Evidence-Based Practice? Robert H. Horner, George Sugai and Timothy Lewis; April, 2015	- Student, staff and parent surveys - CHKS data - PBIS data - Disaggregated behavior/discipline data including suspension rates, expulsion rates and other disciplinary actions with specific focus on disproportionality - Referrals to other resources - Agendas and rosters from Professional Development sessions - Classroom observations - Student results: grades (reduction of D/Fs), credits earned (increase per student), progress toward academic goals - Tiered Fidelity Inventory (TFI) - Monthly review by site Leadership Team - Monthly review by site Tier II Team - Implementation of Tier III

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$500	Certificated- Timesheets	

Actions/Services 3.2.3

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. Develop a Student Equity Council to inform and advise site leaders, staff and School Site Council.	"Equity and Voice: How a Sense of Belonging Promotes Students' Agency", Alison Lee, Senior Research	1. Administrative observation and meeting agendas 2. Analyze outcomes for student focus groups (grad rate, discipline

| 2. Participate in regional equity meetings (MTREC) and establish site based African-American/Black Parent advisory council meetings to analyze outcomes, seek feedback and input to create action plans for improved student outcomes.
3. Act on recommendations from MTREC, Innovation Bridge, IYT and other district and community partners to support enhanced outcomes for students and the community.
4. Work with IYT and other organizations to support academic and personal success for youth of color and other underrepresented youth. | Scientist, and Meg Riordan, Director of External Research, at EL Education. http://blogs.edweek.org/edweek/ learning_deeply/2018/08/equity_ and_voice_how_a_sense_of_ belonging_promotes_students_age ncy | data, gpa, d/f ratios, survey data) with specific focus on disproportionality |

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$500	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	$500	Materials/Supplies/Equipment	

Actions/Services 3.2.4

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?

1. Provide motivation speaker for students to help increase motivation, participation and engagement. 2. Professional Development provided for culture and climate in the distance learning environment to continue increasing motivation, participation and engagement (Boomerang for instance). 3. Purchase school promotional materials including banners, signs, shirts, school supplies and other items to increase student engagement and community building and support positive learning atmosphere.	Lubienski, S. T. (2003). Celebrating Diversity and Denying Disparities: A Critical Assessment. *Educational Researcher*, *32*(8), 30–38 Schapps, E. (2003, April). *The role of supportive school environments in promoting academic success*. Sacramento, CA: California Department of Education Press. Connell, J. P., Halpern-Felsher, B., Clifford, E., Crichlow, W., & Usinger, P. (1995). Hanging in there: Behavioral, psychological, and contextual factors affecting whether African-American adolescents stay in school. *Journal of Adolescent Research, 10*(1), 41–63.	1. Student feedback survey or discussion following the speaker presentation. 2. Attendance rates and increased participation in events. Survey data and advocacy engagement.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$500	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	$1000	Materials/Supplies/Equipment	

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and involve family and community partners.

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- **Attendance Rate**
- **Chronic Absentee Rate**
- **Family and Community Engagement**
- **Input in Decision Making**
- **Other (Site-based/local assessment)**
- **Partnerships for Student Outcome**
- **Relationships Between Staff and Families**

Site Goal 4.1

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

- Increase percentage of students who meet or exceed performance goals in English Language Arts from 13% to 20%.
- Increase percentage of students who meet or exceed performance goals in Math from 13% to 20%.
- Increase the skill level for all students in all academic subjects.
- Increase percentage of students who meet all graduation requirements from 31.4% to 70%.

- Increase attendance rate from 64.1% to 80%.

Metric: Attendance Rate	

Actions/Services 4.1.1

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

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 increased opportunities for parent and community member to become informed and involved in the school and to support increased student success. Sponsor Parent Information nights on topics of interest. 1. Work with site, district and community resources to support parents and families. Hold and promote site meetings and support district meetings for DAC, ELAC, Black/African American parent council, Rio and Monterey Trail Regional Equity Council. 2. Participate in regional equity meetings (MTREC) and establish site based African-American/Black Parent advisory council meetings to analyze outcomes, seek feedback and input to create action plans for improved student outcomes. 3. Act on recommendations from MTREC, Innovation Bridge, IYT and other district and community partners to support enhanced outcomes for students and the community. 4. Work with IYT and other organizations to support academic and personal success for youth of color and other underrepresented youth. • Supplies and refreshments for Family and Community Engagement events	Parent, Family, Community Involvement in Education; NEA Policy Brief; Center for Great Public Schools; 2008	• Student, staff and parent surveys • CHKS data • Parent Night Topic survey • Sign-ins • Agendas • Review of PICSee data by site Leadership Team

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$1000	Materials/Supplies/Equipment	

Actions/Services 4.1.2

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

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?
Update school-home communications using School Messenger, Facebook, RCHS website, TeacherVue, and other means to keep parents and community members informed about student progress and school events. Provide technology training for low income families to have equal access to information. Acquire technology for low income families to have equal access to information and translation into multiple languages. Utilize site resources, including Video Production program, to create content that showcases and communicates school events and opportunities. Included in plan is pay for staff beyond contracted time to support student-developed content. Also included is funding for additional materials and supplies to develop the content and provide training.	Maintaining School-to-Home Ties in the High School Years: Commit to a tiered communication strategy that leverages both the power of technology and personal interactions. (Edutopia, 2015)	• Student, staff and parent surveys • CHKS data • Parent Night Topic survey • Products • Review of PICSee data by site Leadership Team

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$500	Classified- Timesheets	
Supplemental/Concentration (7201/0000)	$2500	Certificated- Timesheets	

Actions/Services 4.1.3

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • White

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 increased opportunities for parent and community members to become informed and involved in the school's Title 1 Program. Provide information and support to parents of all students, including those who are not on track to graduate on time. Sponsor Parent	Parent, Family, Community Involvement in Education; NEA Policy Brief; Center for Great Public Schools; 2008	• Student, staff and parent surveys • CHKS data • Parent Night Topic survey • Review of PICSee data by site Leadership Team

Information nights on topics of interest.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$200	Materials/Supplies/Equipment	

Site Goal 4.2

- Increase attendance from 77.9% to 85% for all students with an emphasis on students at risk of not graduating on time.
- Decrease Chronic Absenteeism from 72.8% to 60%

Metric: Attendance Rate

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?
Work with site, district and community resources to increase attendance. Monitor and follow up with students and parents. Implement PBIS and other pro-active programs to promote the importance of student attendance. Utilize parent liaison and/or other classified to do follow-up calls and arrange for home visitations. Set up case-management system to coordinate support for students and families to reduce barriers for school attendance.	Is School-Wide Positive Behavior Support An Evidence-Based Practice? Robert H. Horner, George Sugai and Timothy Lewis; April, 2015 Van Eck, Kathryn, Stacy R. Johnson. Journal of School Psychology, November 2016. Researchers surveyed 25,776 middle and high school students from 106 urban schools in the United States. The results suggest that school climate shares an important relation with chronic absence among adolescent students attending urban schools. Published: April 2018 A California District Changed for Students. Crawford, Alan. Creative Leadership Solutions. February 20212	• Attendance data • Chronic absenteeism rates • Student, staff and parent surveys • CHKS data • Graduation rate • Monthly review by site Leadership Team • Monthly review by site Tier II Team • Review of PICSee data • Case management reports

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$35000	Classified- Salaries	

Chronic Absence Rates High at Many California Continuation Schools. Savidge, Nico. EdSource. April 2018

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.

Rio Cazadero High School (527) | 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	
2312 Education Fees **0000** Unrestricted	0.0000	$0	$5,000	$5,000	$5,000	$0	$0	$0	$0
2410 Continuation Education **0000** Unrestricted	0.0000	$0	$10,955	$10,955	$10,955	$0	$0	$0	$0
2470 Extended Day **0000** Unrestricted	0.0000	$0	$5,675	$5,675	$5,675	$0	$0	$0	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	0.0000	$0	$50,000	$50,000	$39,800	$1,500	$4,700	$4,000	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	0.0000	$0	$2,591	$2,591	$2,591	$0	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	$0	$50,770	$50,770	$15,470	$0	$100	$35,200	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$125,991	$125,991	$79,491	$1,500	$5,800	$39,200	

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	$50,770
Subtotal of state or local funds included for this school	$75,221

Signatures: (Must sign in blue ink) **Date**

Principal	Doug Wendle		
School Site Council Chairperson	Destiny Gerces		
EL Advisory Chairperson	Asofaafetai Tuioti		