



Rio Cazadero High School

Local Control Accountability Plan (LCAP) 2023-2024

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: 2023-2024

Goal Setting (Icapid: 577)

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.
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Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

- School Site Council - 10/5/2022, 11/9/2022, 2/23/2023, 4/12/2023
- ELAC - 9/14/2022, 12/7/2022, 4/27/23
- Staff Meetings - 8/8/2022; 9/12/2022; 9/27/2022; 10/24/2022; 1/3/2023; 4/10/2023
- Title 1 Parent Night - 9/14/2022

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 occurred regularly at site meeting, including those listed above.

The review of data with SSC occurred 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 occurring 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.

2. 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 (SiteGoalID: 6745) (DTS: 02/10/23)

- 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 percentage of students who meet all graduation requirements from 67.9% to 80%.

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Actions/Services 1.1.1 (SiteGoalID: 6745) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>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.</p>	<ul style="list-style-type: none"> • 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 FONT) • Teacher utilization data • Pre/post survey • Quarterly student credit review 	

Actions/Services 1.1.2 (SiteGoalID: 6745) (DTS: 02/10/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Purchase technology based equipment, supplies, software, programs and subscriptions to support 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.</p>	<ul style="list-style-type: none"> • 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 FONT) • Teacher utilization data • Pre/post survey • Quarterly student credit review 	

Actions/Services 1.1.3 (SiteGoalID: 6745) (DTS: 02/10/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
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<ul style="list-style-type: none"> • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<ul style="list-style-type: none"> • How often and when will it be collected? • Who will it be shared with and when? 	
<p>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 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.</p> <p>Specific actions for the VAPA portion include purchasing consumable materials and supplies for VAPA instruction including:</p> <ul style="list-style-type: none"> • Consumable Art Supplies including paper, canvas, brushes, paint, clay • Equipment needs 	<ul style="list-style-type: none"> • 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 instruction utilizing the materials and services • Monthly review by Leadership Team of observational data using FONT • Walk-through observations with Instructional Coaches and peer teams using FONT 	

Actions/Services 1.1.4 (SiteGoalID: 6745) (DTS: 02/10/23)

Targeted Student Group(s)

- All

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

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.
- Actions and Services should be step by step in a chronological order.
- Actions and Services should remove barriers and implement changes.

How will you Progress Monitor the Implementation of Actions/Services?

- What progress data will be collected and who will collect it?
- How often and when will it be collected?
- Who will it be shared with and when?

Evaluation Cycles in 2023-2024

- What is working?
- What is not working and why?
- What modifications do you need to make?

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 and develop curriculum and refine instructional strategies to meet the needs of students. Purchase books and support materials for professional development, including those addressing equity and equitable practices. Collaborate with Instructional Coaches and teachers for program review and refinement and to implement instructional strategies and develop programs to support student learning. Implement and refine PLCs and practices to support the continuous improvement cycle. Provide professional development for instructional strategies that have proven success with students in alternative settings. Professional learning should 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. Additional focus areas: core subject area standards implementation and curricular rigor; integrated and interactive instruction; content links to CTE. Training may also include the development of integrated thematic units and connections to CTE, including College and Career Readiness.

- Produced instructional materials
- Illuminate data evaluating instructional strategies
- 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 FONT
- Walk-through observations with Instructional Coaches and peer teams
- Agendas, rosters and surveys from Professional Development sessions
- Student results: grades, credits earned, progress toward academic goals
- Utilize Illumination data to gauge effectiveness of instruction utilizing the strategies
- Review of interim and summative assessment data with Instructional Coaches and site teams

Actions/Services 1.1.5 (SiteGoalID: 6745) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Gather input from teachers at regular intervals regarding students who are not passing classes. Leadership team will meet with individual students on the list to gather feedback about what is working and how to best support them.</p> <p>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.</p> <p>Work with Instructional Coaches and teachers to use time to provide PD and accomplish the following;</p> <ul style="list-style-type: none"> • Implementation of High Quality Instruction • Identification of essential 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 	<ul style="list-style-type: none"> • Roster/feedback from PLC group meetings • PLC Observations • Classroom observations using FONT • Utilize Illuminate data to gauge effectiveness of instruction • Monthly review by Leadership Team of observational data using FONT • Walk-through observations with Instructional Coaches and peer teams using FHQI focus observational tool 	

<ul style="list-style-type: none"> • Relate information to students 		
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Actions/Services 1.1.6 (SiteGoalID: 6745) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Provide release time or compensation beyond work hours for teachers and other staff 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.</p>	<ul style="list-style-type: none"> • 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 	

Actions/Services 1.1.7 (SiteGoalID: 6745) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>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 strengthen life skills.</p>	<ul style="list-style-type: none"> • Field trip and presentations rosters • Student and teacher feedback • Classwork prior to and following experiences • Post-trip survey of participants 	

Site Goal 1.2 (SiteGoalID: 6749) (DTS: 02/10/23)

- Increase percentage of students who meet graduation all graduation requirements from 67.9% to 80%.
- Provide opportunities for students to connect learning to college and career options to increase the relevance of learning and promote completion of graduation requirements.
- Increase number of student participants in CTE programs from 150 to 175. Increase percent completing CTE and earning high school diploma from 33.3% to 50%. Increase CTE Sequence Completion from 9% to 15%.

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Actions/Services 1.2.1 (SiteGoalID: 6749) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why?
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<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<ul style="list-style-type: none"> • What modifications do you need to make?
<p>Promote 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 college and career skills.</p> <p>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.</p> <p>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.</p> <p>Pathways supported will be:</p> <ul style="list-style-type: none"> • Digital Media (Video Production) • Additional CTE Course TBD <p>Specific items for funding: \$4500 for Computer and Video/Photo equipment and supplies</p>	<ul style="list-style-type: none"> • CTE enrollment • CTE Completion • CTE Completion • Student surveys • Graduation numbers and rate • Classroom observation • Lesson design • Professional Development agendas and rosters • CTE • College/career portfolios • Leadership Team observational data using FONT • Leadership Team quarterly review • Site College/Career Team quarterly review of student progress, including products 	

Site Goal 1.3 (SiteGoalID: 6750) (DTS: 02/10/23)

- 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 67.9% to 80%.

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Actions/Services 1.3.1 (SiteGoalID: 6750) (DTS: 02/10/23)

Targeted Student Group(s)

- EL • R-FEP

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>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 Learners, including the development of Academic Language. Provide release time for teachers to collaborate and work with instructional coaches and to participate in relevant training.</p>	<ul style="list-style-type: none"> • ELPAC • CAASPP • EL strategy surveys • EL Walkthrough observations • Re-designation numbers and rate • Graduation rate and numbers for EL students • Review of PICSee data by site Leadership Team 	

Targeted Student Group(s)

- EL • R-FEP

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>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 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.</p>	<ul style="list-style-type: none"> • ELPAC • Timesheets • EL strategy surveys • Re-designation numbers and rate • EL Walkthrough observations • Review of PICSee data by site Leadership Team 	

<p>Funding Sources for District Goal 1</p>	<p>Amount</p>	<p>Description of Use</p>
<p>CTE (7235/0000)</p>	<p>\$4500</p>	<p>Materials/Supplies/Equipment</p>
<p>EL Supplemental (7250/0000)</p>	<p>\$2245</p>	<p>Certificated- Timesheets</p>
<p>Student Fees (2312/0000)</p>	<p>\$3000</p>	<p>Contracts/Services/Subscriptions</p>
<p>Supplemental/Concentration (7201/0000)</p>	<p>\$30000</p>	<p>Certificated- Timesheets</p>
<p>Supplemental/Concentration (7201/0000)</p>	<p>\$9000</p>	<p>Classified- Timesheets</p>
<p>Supplemental/Concentration (7201/0000)</p>	<p>\$23234</p>	<p>Materials/Supplies/Equipment</p>
<p>Title I – Basic (4900/3010)</p>	<p>\$21000</p>	<p>Certificated- Timesheets</p>
<p>Title I – Basic (4900/3010)</p>	<p>\$10000</p>	<p>Contracts/Services/Subscriptions</p>
<p>Visual & Performing Arts (VAPA) (7450/0000)</p>	<p>\$3000</p>	<p>Materials/Supplies/Equipment</p>

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 (SiteGoalID: 6845) (DTS: 01/01/10)

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

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.1.1 (SiteGoalID: 6845) (DTS: 03/31/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Administration and Instructional Coaches for English and Math will meet regularly with teachers to schedule interims in Illuminate to ensure they are completed. Site administration will monitor and support student attendance and participation and make necessary adjustments to ensure reaching goal.</p>	<ul style="list-style-type: none"> • Illuminate data including participation • CAASPP and CAST data including participation 	

Site Goal 2.2 (SiteGoalID: 6746) (DTS: 02/10/23)

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:

Actions/Services 2.2.1 (SiteGoalID: 6746) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Utilize Illuminate to develop and utilize formative, interim and summative assessments tied to 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:</p> <ul style="list-style-type: none"> • Teach data cycle of inquiry • What do we want students to learn? • How will we know when each student has learned it? 	<ul style="list-style-type: none"> • Assessment tools and results • PLC Observations • Classroom observations using FHQI focus tool • 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 	

<ul style="list-style-type: none"> • How will we respond when a student experiences difficulty learning? • How will we respond when learning has already occurred? <p>Purchase books and support materials for PLC professional development.</p>	<ul style="list-style-type: none"> • Subject review of interim assessment data with Instructional Coaches and site teams 	
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Actions/Services 2.2.2 (SiteGoalID: 6746) (DTS: 02/10/23)

Targeted Student Group(s)

• 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

<p>What Specific Actions/Services will you Provide to this Student Group?</p>	<p>How will you Progress Monitor the Implementation of Actions/Services?</p>	<p>Evaluation Cycles in 2023-2024</p>
<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. <p>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 teachers to address the needs of the students.</p>	<ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? <ul style="list-style-type: none"> • 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 • Utilize Illumination data to gauge effectiveness of instruction utilizing the strategies • Leadership Team observational data monthly review • Walk-through observations with equity lens 	<ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>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.</p>	<ul style="list-style-type: none"> • 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 	

<p>Funding Sources for District Goal 2</p>	<p>Amount</p>	<p>Description of Use</p>
<p>Supplemental/Concentration (7201/0000)</p>	<p>\$1000</p>	<p>Certificated- Timesheets</p>

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 (SiteGoalID: 6747) (DTS: 02/10/23)

- 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 67.9% to 80%.
- Reduce dropout rate from 27.2% to 15

Metric: Cohort Graduation Rate

Actions/Services 3.1.1 (SiteGoalID: 6747) (DTS: 02/10/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Gather input from teachers at regular intervals regarding students who are not passing classes. Leadership team will meet with individual students on the list to gather feedback about what is working and how to best support them.</p>	<ul style="list-style-type: none"> • Attendance data with specific focus on disproportionality • Chronic absenteeism rates • Student, staff and parent surveys • CHKS data • Graduation rate with specific focus on disproportionality 	

<p>Work with site, district and community resources to increase attendance and to reduce chronic absenteeism. Monitor and follow up with students and parents. Implement PBIS and other proactive programs to promote the importance of student attendance and to reduce chronic absenteeism.</p>	<ul style="list-style-type: none"> • Monthly review by site Leadership Team • Monthly review by site Tier II Team 	
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Actions/Services 3.1.2 (SiteGoalID: 6747) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p>	<p>How will you Progress Monitor the Implementation of Actions/Services?</p>	<p>Evaluation Cycles in 2023-2024</p>
<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Work with families and community resources including E-Tran and Regional Transit to provide access to transportation for students.</p>	<ul style="list-style-type: none"> • Attendance data • Chronic absenteeism rates • Student, staff and parent surveys • CHKS data • RT/E-Tran ticket and pass usage 	

Actions/Services 3.1.3 (SiteGoalID: 6747) (DTS: 02/10/23)

Targeted Student Group(s)

<p>What Specific Actions/Services will you Provide to this Student Group?</p>	<p>How will you Progress Monitor the Implementation of Actions/Services?</p>	<p>Evaluation Cycles in 2023-2024</p>
	<ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?

<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 		
<p>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.</p>	<ul style="list-style-type: none"> • 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 	

Actions/Services 3.1.4 (SiteGoalID: 6747) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p>	<p>How will you Progress Monitor the Implementation of Actions/Services?</p>	<p>Evaluation Cycles in 2023-2024</p>
<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. <p>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/uniforms and supplies for programs.</p>	<ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? <ul style="list-style-type: none"> • School Climate • Student Engagement • Attendance • Suspension Data with specific focus on disproportionality • Participation 	<ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?

Site Goal 3.2 (SiteGoalID: 6751) (DTS: 02/10/23)

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:

Actions/Services 3.2.1 (SiteGoalID: 6751) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>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:</p> <ul style="list-style-type: none"> • materials for the PBIS program: <ul style="list-style-type: none"> ◦ banners, signage and PBIS instructional supplies ◦ funding to support PBIS Rewards Program including student instructional materials ◦ enrichment opportunities and related costs. 	<ul style="list-style-type: none"> • 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 to support purchase and installation of positive messaging and public displays.

Actions/Services 3.2.2 (SiteGoalID: 6751) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>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.</p>	<ul style="list-style-type: none"> • 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 	

Actions/Services 3.2.3 (SiteGoalID: 6751) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ol style="list-style-type: none"> 1. Develop a Student Equity Council to inform and advise site leaders, staff and School Site 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. Utilize community partners, including Innovation Bridge, so support the work of the site and the region to identify and address the needs of the students and the community. 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. 	<ol style="list-style-type: none"> 1. Administrative observation and meeting agendas 2. Analyze outcomes for student focus groups (grad rate, discipline data, gpa, d/f ratios, survey data) with specific focus on disproportionality 	

Actions/Services 3.2.4 (SiteGoalID: 6751) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Student feedback survey or discussion following the speaker presentation. 2. Attendance rates and increased participation in events. Survey data and advocacy engagement. 	

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Student Fees (2312/0000)	\$2000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$5000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$3000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$5000	Certificated- Timesheets
Title I – Basic (4900/3010)	\$1113	Classified- Timesheets
Title I – Basic (4900/3010)	\$5000	Contracts/Services/Subscriptions

District Strategic Goal 4: **District Needs and Metrics 4:**

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

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 (SiteGoalID: 6748) (DTS: 02/10/23)

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 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 (SiteGoalID: 6748) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>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.</p>	<ul style="list-style-type: none"> • Student, staff and parent surveys • CHKS data • Parent Night Topic survey • Sign-ins • Agendas • Review of PICSee data by site Leadership Team 	

<ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> • Supplies and refreshments for Family and Community Engagement events 	<ul style="list-style-type: none"> • Progress monitoring of D/F grades by site leadership team and follow up with individual students to increase passing rates twice each term. • Share relevant data with site staff and families twice each term. 	
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Actions/Services 4.1.2 (SiteGoalID: 6748) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
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<p>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.</p>	<ul style="list-style-type: none"> • Student, staff and parent surveys • CHKS data • Parent Night Topic survey • Products • Review of PICSee data by site Leadership Team • Progress monitoring by site leadership team of D/F grades and follow up with individual students to increase passing rates twice each term. • Share relevant data with site staff and families twice each term. 	
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Actions/Services 4.1.3 (SiteGoalID: 6748) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>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 Information nights on topics of interest.</p>	<ul style="list-style-type: none"> • Student, staff and parent surveys • CHKS data • Parent Night Topic survey • Review of PICSee data by site Leadership Team • Share relevant data with site staff and families twice each term. 	

Site Goal 4.2 (SiteGoalID: 6752) (DTS: 02/10/23)

- 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 (SiteGoalID: 6752) (DTS: 02/10/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<p>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</p> <p>• Actions and Services should be step by step in a chronological order.</p> <p>• Actions and Services should remove barriers and implement changes.</p> <p>Work with site, district and community resources to increase attendance. Monitor and follow up with students and parents. Implement PBIS and other proactive 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.</p>	<ul style="list-style-type: none">• What progress data will be collected and who will collect it?• How often and when will it be collected?• Who will it be shared with and when? <ul style="list-style-type: none">• 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• Progress monitoring by site leadership team of D/F grades and follow up with individual students to increase passing rates twice each term.• Share relevant data with site staff and families twice each term.	<ul style="list-style-type: none">• What is working?• What is not working and why?• What modifications do you need to make?

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Funding Sources for District Goal 4	Amount	Description of Use
Title I – Basic (4900/3010)	\$4000	Certificated- Timesheets
Title I – Basic (4900/3010)	\$2500	Classified- Timesheets
Title I – Basic (4900/3010)	\$3000	Materials/Supplies/Equipment

Funding Source Summary for All District Goals						
Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
CTE (7235/0000)	Materials/Supplies/Equipment	\$4500				\$4500
EL Supplemental (7250/0000)	Certificated- Timesheets	\$2245				\$2245
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
Student Fees (2312/0000)	Contracts/Services/Subscriptions	\$3000		\$2000		\$5000
Supplemental/Concentration (7201/0000)	Certificated- Timesheets	\$30000	\$1000	\$5000		\$36000
Supplemental/Concentration (7201/0000)	Classified- Timesheets	\$9000				\$9000
Supplemental/Concentration (7201/0000)	Contracts/Services/Subscriptions			\$3000		\$3000
Supplemental/Concentration (7201/0000)	Materials/Supplies/Equipment	\$23234				\$23234
Title I – Basic (4900/3010)	Certificated- Timesheets	\$21000		\$5000	\$4000	\$30000
Title I – Basic (4900/3010)	Classified- Timesheets			\$1113	\$2500	\$3613
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	\$10000		\$5000		\$15000
Title I – Basic (4900/3010)	Materials/Supplies/Equipment				\$3000	\$3000
Visual & Performing Arts (VAPA)(7450/0000)	Materials/Supplies/Equipment	\$3000				\$3000

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.

*** If applicable, please provide a description ***

V. Funding

Rio Cazadero High School (527) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1	2	3	4	Balance
					Curriculum and Instruction	Assessment	Wellness	Family Engagement	
2312 Education Fees 0000 Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$3,000	\$0	\$2,000	\$0	\$0
2410 Continuation Education 0000 Unrestricted	0.0000	\$0	\$19,567	\$19,567	\$19,567	\$0	\$0	\$0	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	0.0000	\$0	\$71,234	\$71,234	\$62,234	\$1,000	\$8,000	\$0	\$0
7235 Career and Technical Education (CTE) Site Supplies/Equipment 0000 Unrestricted	0.0000	\$0	\$4,500	\$4,500	\$4,500	\$0	\$0	\$0	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	0.0000	\$0	\$2,245	\$2,245	\$2,245	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
7450 Visual & Performing Arts (VAPA) 0000 Unrestricted	0.0000	\$0	\$3,000	\$3,000	\$3,000	\$0	\$0	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$51,613	\$51,613	\$31,000	\$0	\$11,113	\$9,500	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$158,159	\$158,159	\$125,546	\$1,000	\$22,113	\$9,500	

Fund Subtotals

Subtotal of additional federal funds included for this school \$51,613

Subtotal of state or local funds included for this school \$106,546

		Signatures: (Must sign in blue ink)	Date
Principal	<input type="text" value="Doug Wendle"/>	_____	_____
School Site Council Chairperson	<input type="text" value="Gisell Zirate Urbino"/>	_____	_____
EL Advisory Chairperson	<input type="text" value="Maria Cervantes"/>	_____	_____
