



Laguna Creek High School

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673143430592

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

Approved by the Elk Grove Unified School District Board of Education on _

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

Goal Setting

State Priorities

Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>We consulted in meetings with each of the following groups on the following dates:</p> <ol style="list-style-type: none"> 1. School Site Council on 9-11-19, 10-9-19, 1-8-20, 2-5-20, 3-4-20, and 4-22-20 2. The Site Leadership Team on 1-9-20 and 4-14-20 3. The Certificated Staff on 2-13-20
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>These consultations either validated the work we were doing and the need to either discontinue, revise or add goals and actions.</p>

Resource Inequities

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

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>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.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP
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- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 1.1

Site Goal 1.1: Increase the % of students taking at least one honors/IB/AP class

- Whole School from 54% to 60%
- African American from 36% to 40%
- Hispanic from 49% to 55%

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

Actions/Services 1.1.1

Principally Targeted Student Group

- All • Black or African American • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Students will have access to Honors, AP, and IB courses. The funding provides additional resources that provide broad and robust learning experiences that promote student Honors/AP/IB participation.</p> <p>The action includes funding for Professional Development and learning experience related expenses.</p> <ul style="list-style-type: none"> • Staffing Timesheets • Curriculum • Instructional Materials • Technology Services • Coaching & Facilitation • Release Time • Instructional Supplies • Instructional Equipment • Professional Development • Conferences and related expenses 	<ul style="list-style-type: none"> • Key findings from global research on the impact of IB programmes and Honors classes - http://www.ibo.org/globalassets/publications/ib-research/globalkeyfindingsheeten.pdf 	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> • Increase the number of qualified teachers able to teach Honors/AP/IB classes. • AP Exam Results • IB DP Diploma Programme Participation Rate • IB DP Assessment Scores • IB MYP Participation Rate • IB MYP Personal Project Participation Rate

Funding Source	Amount	Description of Use		
PreAP Training (7218/0000)	\$5000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$10500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.2

Principally Targeted Student Group

- All • Black or African American • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Use the PSAT to identify students that appear to have the potential to be successful in honors level classes and</p>	<p>The Race Gap in High School Honors Classes Minority students are far less likely to take AP classes or even attend high schools that offer a college-prep curriculum. https://www.theatlantic.com/politics/archive/2014/12/the-</p>	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> • The student participation rates for AP & IB (MYP & DP)

meet with the students and parents to encourage them to enroll in one or more classes.

race-gap-in-high-school-honors-classes/431751/

- courses.
- The student participation rate for the MYP Personal Project.

Funding Source	Amount	Description of Use		
AP Recruitment (7225/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

Increase the % of EL, RFEF, and English Only students making yearly progress toward ELA proficiency

- Whole school increase from 70% to 75% of students proficient or advanced on CAASPP
- Increase from 11% to 18% of EL students proficient on CAASPP
- Increase the percentage of EL students reclassified from 18% to 22%

Metric: Redesignation

Actions/Services 1.2.1

Principally Targeted Student Group

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Supplies/instructional materials for implementing EL strategies and food materials for site ELAC meetings	<ul style="list-style-type: none"> Strategies and Resources for Supporting English-Language Learners ORIGINALLY PUBLISHED: SEPTEMBER 3, 2014 UPDATED: AUGUST 31, 2015 https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley 	1. Metrics may include: <ul style="list-style-type: none"> Staff surveys Parent surveys Event participation rates.

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$1440	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.2

Principally Targeted Student Group

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Staffing to reduce class size in ELA literacy and EL Edge classes (0.833 FTE) in order to increase student achievement, increase the likelihood of meeting high school graduation requirements and increase positive student behaviors towards learning and engagement.	<ul style="list-style-type: none"> Class size: How does it affect learning? http://www.nea.org/assets/docs/PB08_ClassSize08.pdf 	1. Metrics may include: <ul style="list-style-type: none"> ELA Literacy and EL Edge enrollment totals.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$90000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.3

Principally Targeted Student Group

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Staffing for EL Coordinator to assist both students and staff (0.167 FTE), in making sure EL students are identified, placed in the right classes, are connected with the resources they need to be successful, communicate with teachers of EL students to make sure the teachers have the resources they need to support the student and adequate background information to understand the best way to approach the student, and to offer PD to teachers, counselors, and admin as to the best practices for teaching EL students.	<ul style="list-style-type: none"> • "The Changing Role of the ESL Teacher" • https://www.tesol.org/docs/default-source/advocacy/ccss_convening_final-8-15-13.pdf?sfvrsn=68590cdc_10 	1. Metrics may include: <ul style="list-style-type: none"> • EL PIC Data • ELPAC Result • CAASPP Result • EL A-G Results • EL Graduation Rate • EL Redesignation Rates

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$20597	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.4

Principally Targeted Student Group

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide tutoring specifically for EL newcomer students	The More-Than-Just-Surviving Handbook: ESL for Every Classroom Teacher by Law Barbara L. Eckes Mary, 2010	1. Metrics may include: <ul style="list-style-type: none"> • EL PIC Data • ELPAC Result • CAASPP Result • EL A-G Results • EL Graduation Rate • EL Redesignation Rates • EL GPA Analysis

Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$3135	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.3

- Increase in % of students that are proficient in ELA from 70% to 73% for whole school, from 11% to 18% for EL Students, and from 24% to 30% for SWD
- Increase in % of students that are proficient in Math from 38% to 45% for whole school, from 3% to 6% for EL Students, and from 6% to 12% for SWD

Metric: CAASPP

Actions/Services 1.3.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Purchase of supplementary curriculum, technology, equipment, software, tools, and resources.	Research affirms the benefit of integrating technology into instruction. Technology provides an opportunity for a variety of authentic and global learning experiences. <u>Enhancing the Arts and Science of Teacher with Technology</u> , by S. Magana and R. Marzano (2014)	1. Metrics may include: <ul style="list-style-type: none"> • Program analytics on student performance and participation • Teacher Feedback

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1523	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$2200	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.3.2

Principally Targeted Student Group

- Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Staff will participate in AVID, & Visible Learning aligned professional learning. The action includes funding for release time, stipends, substitutes, conferences, and related expenses, supplies, consultation fees, resources for meetings, and equipment.	<u>Visible Learning For Teachers: Maximizing impact on Learning</u> : John Hattie, 2012 <u>An Integrated Approach to Academic and Social Supports</u> : Tom Vander Ark, Mary Ryerse, 2017 AVID provides comprehensive professional development that increases teacher effectiveness, provides an instructional support model, builds a college- and career-going culture, and increases enrollment in rigorous courses, college-going rates, and persistence rates into the second year of college.	1. Metrics may include: <ul style="list-style-type: none"> • EL Walkthroughs • Classroom Observations • Staff Surveys • Staff Participation Rates • AVID Evaluation

Funding Source	Amount	Description of Use		
AVID (7233/7510)	\$4000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AVID (7233/7510)	\$2500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AVID (7233/7510)	\$1666	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.3.3

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. School will provide Extended Day learning opportunities. The action includes resources for stipends, certificated and classified salaries, curriculum, and online resources.	<u>Research Brief: Extended Learning Time</u> Hanover Research 2012	1. Metrics may include: <ul style="list-style-type: none"> • Student Grades • Student Participation Rates

The action supports credit recovery, academic support, and enrichment.

- Edgenuity Data

Funding Source	Amount	Description of Use		
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Site Goal 1.4

Increase the % of students being placed in the "Prepared" level on the College/Career Indicator (California Dashboard).

- Increase CTE sequencing completion for all students from 26% to 35%.
- Increase CTE sequencing completion for African American students from 20% to 25%.
- Increase CTE sequencing completion for EL students from 8% to 15%.

Metric: CTE Sequence Completion

Actions/Services 1.4.1

Principally Targeted Student Group

- All • Black or African American • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Research best practices for increasing the number of students that complete CTE pathways. (This activity does not incur a cost)</p> <p>Increase the number of students participating in both curricular and extra-curricular activities of the three new pathways by providing supplies and materials to support all students in participating in these CTE pathways. Work focuses on element #2 and #11 of HQ CTE instruction.</p> <ul style="list-style-type: none"> • Computer Programming and App Development • Fashion Design and Merchandising • Digital Photography 	<ul style="list-style-type: none"> • How Career and Technical Education Can Help Students be College and Career Ready: A Primer; • https://www.aypf.org/wp-content/uploads/2013/04/CCRS-CTE-Primer-2013.pdf 	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> • CTE Enrollment Data

Funding Source	Amount	Description of Use		
CTE (7235/0000)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

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

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 2.1

Increase the % of EL, RFEP, and English only students making yearly progress in ELA

- Maintain or increase the % of EL students redesignating - currently 18%

- Increase in % of EL students that are increasing ELPAC level from 44% (benchmark) to 50%

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

- EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Timesheet hours to do ELPAC & EGMAP testing for all EL Students	<ul style="list-style-type: none"> • Required by law to do yearly testing 	1. Metrics may include: <ul style="list-style-type: none"> • ELPAC Completion Result

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$2733	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 2.2

Implement the PLC process with fidelity.

- Increase in % of students that are proficient in ELA from 70% to 73% for the whole school and from 11% to 18% for EL Students and from 24% to 30% for SWD
- Increase in % of students that are proficient in Math from 38% to 45% for the whole school and from 3% to 6% for EL Students and from 6% to 12% for SWD

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group

- EL • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Laguna Creek High School will use the Professional Learning Community collaborative principles to support student learning. The action includes financial support for consultation fees, conferences and related costs, supplies, equipment, teacher substitutes, tools, and resources to conduct site meetings.	<ul style="list-style-type: none"> • Next Generation Accountability by Douglas Reeves and Rebecca DuFour (2018) • http://www.allthingsplc.info/files/uploads/NextGenerationAccountabilitybyBeckyDuFourandDougReeves.pdf 	1. Metrics may include: <ul style="list-style-type: none"> • PLC Agendas focused on the four critical PLC questions • PLC Data Analysis • PLC Inventory (Organizational Health)

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1750	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Supplemental/Concentration (7201/0000)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
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Actions/Services 2.2.2

Principally Targeted Student Group

- All • EL • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Train teachers on the use of Illuminate Software to assist in PLC data gathering (with a focus specifically on how to gather assessment data for principally targeted student groups of Students with Disabilities and EL Students). This activity does not incur a cost.	Article: Impact of Formative Assessment and Learning Intentions on Student Achievement - https://www.hanoverresearch.com/media/The-Impact-of-Formative-Assessment-and-Learning-Intentions-on-Student-Achievement.pdf	1. Metrics may include: <ul style="list-style-type: none"> • Illuminate training participation • PLC Data Analysis

Funding Source	Amount	Description of Use

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

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 3.1

Increase the % of students that are connected to the school as measured by:

- Increase the % of students self-reporting the activities that they are involved in from 87% (in 2019) to 90% (in 2021) (Per the LCHS Connectedness Survey)
- Decrease the school-wide suspension rate from 6% to 5%, Decrease the suspension rate of African American students from 16.5% to 12% and the rate of Students with Disabilities from 11.5% to 9% (according to the California Dashboard)

Metric: Suspension

Actions/Services 3.1.1

Principally Targeted Student Group

- Black or African American • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. 50% of Staffing for Program Asst to support the PBIS Program (8 hrs/ day 10 months), to specifically collaborate with the other VP's and teacher in the CSC (Cardinal Support Center), and Tier 2 team in support campus equity, implementing PBIS, Restorative Practices, and	<ul style="list-style-type: none"> • Chapter 1 in the book, "Better than Carrots or Sticks": • http://www.ascd.org/publications/books/116005/chapters/Punitive-or-Restorative@-The-Choice-Is-Yours.aspx 	1. Metrics may include: <ul style="list-style-type: none"> • Analysis of weekly CSC behavior reports and numbers of students being referred to the Tier 2 team.

alternatives to suspension.		
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$28500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.2

Principally Targeted Student Group

- Black or African American • Foster Youth • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1 Staffing for Counselor to support the PBIS Program (1.0 FTE), specifically to train and manage conflict managers, work with tier two students as part of the Tier 2 team	<ul style="list-style-type: none"> • Chapter 1 in the book, "Better than Carrots or Sticks": • http://www.ascd.org/publications/books/116005/chapters/Punitive-or-Restorative@-The-Choice-Is-Yours.aspx 	1. Metrics may include: <ul style="list-style-type: none"> • PBIS TFI • Cardinal Support Center Referral Totals • Student Recidivism Rate

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$90383	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.3

Principally Targeted Student Group

- Black or African American • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. School-Wide PBIS program. The action includes funding for materials, resources, and signage.	<ul style="list-style-type: none"> • Article: Research Matters / Promoting Adolescents' Prosocial Behavior • http://www.ascd.org/publications/educational-leadership/apr06/vol63/num07/Promoting-Adolescents'-Prosocial-Behavior.aspx 	1. Metrics may include: <ul style="list-style-type: none"> • Student Participation Rates (Cardinal Red Drawings) • Organizational Health Survey • CA Dashboard Discipline Data • EGUSD Staff Climate Survey

Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.4

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase VAPA equipment and materials for students to participate in both	<p><i>The Role of Arts Participation in Students' Academic and Nonacademic Outcomes: A Longitudinal Study of School, Home, and Community Factors</i></p> <p>https://www.researchgate.net/publication/258100829</p> <p>The Role of Arts Participation in Students' Academic and Nonacademic Outcomes A</p>	<ul style="list-style-type: none"> • Increase the % of students self-reporting the activities that

<p>curricular and extra-curricular experiences inside and outside of the classroom.</p> <ul style="list-style-type: none"> • 65 midi keyboards: \$8,334.47 (Student Fees Allocation) • 60 midi keyboard \$7,693.35 (Supplemental Concentration) • Assorted Art Supplies: \$10,000 (Student Fee Allocation) • Assorted Ceramic supplies • Assorted Dance supplies • Digital Art supplies • Performing Arts Equipment 	<p>Longitudinal Study of School Home and Community Factors</p>	<p>they are involved in from 87% (in 2019) to 90% (in 2021) (Per the LCHS Connectedness Survey)</p> <ul style="list-style-type: none"> • Decrease the school-wide suspension rate from 6% to 5% (as reported by California Dashboard for Schools)
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Funding Source	Amount	Description of Use		
Student Fees (2312/0000)	\$20000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$8000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.5

Principally Targeted Student Group				
• Black or African American • SWD				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
1. Provide entry fees and materials for Science Olympiad	<ul style="list-style-type: none"> • Science Olympiad: The Role of Competition in Collaborative Science Inquiry - https://www.soinc.org/sites/default/files/uploaded_files/NSFcompres.pdf 	1. Metrics may include: <ul style="list-style-type: none"> • Student Participation Rates 		
Funding Source	Amount	Description of Use		
Academic Competitions (7206/0000)	\$500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 3.2

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

- Decrease the suspension rate from 6% to 5% - whole school
- Decrease the suspension rate from 16.5% to 12% - African American
- Decrease the suspension rate from 11.5% to 8.5% - Students with Disabilities

Metric: Suspension

Actions/Services 3.2.1

Principally Targeted Student Group				
• Black or African American • School-wide • SWD				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?		How will you Measure the Effectiveness of the Actions/Services?	
1. Staffing for Teacher in Charge to coordinate the PBIS Program (0.3835 FTE), to specifically collaborate with the other VP's and teacher in the CSC (Cardinal Support Center), and Tier 2 team in supporting campus equity, implementing PBIS, Restorative Practices, and alternatives to suspension.	<ul style="list-style-type: none"> Chapter 1 in the book, "Better than Carrots or Sticks": http://www.ascd.org/publications/books/116005/chapters/Punitive-or-Restorative@-The-Choice-Is-Yours.aspx 		1. Metrics may include: <ul style="list-style-type: none"> PBIS TFI MTSS Referral Data CA Dashboard Discipline Data Student Recidivism Rates 	
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$40393	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.2.2

Principally Targeted Student Group				
• Low Income • School-wide				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?		How will you Measure the Effectiveness of the Actions/Services?	
1. Funding to support the Junior Class University field trip. The action includes funding for transportation, substitutes, and related expenses.	1. https://www.neamb.com/work-life/how-field-trips-boost-students-lifelong-success		1. Metrics may include: <ul style="list-style-type: none"> Cohort A-G completion Cohort Drop-Out Field Trip Participation 	
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> Attendance Rate Chronic Absentee Rate Family and Community Engagement Input in Decision Making Other (Site-based/local assessment) Partnerships for Student Outcome Relationships Between Staff and Families
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

<p>Site Goal 4.1</p> <p>Increase the opportunity for parents to interact with school and staff.</p> <ul style="list-style-type: none"> Increase the % of parents rating their opportunities to interact with the school from 70% to 77%

Metric: Family and Community Engagement				
Actions/Services 4.1.1				
Principally Targeted Student Group				
• All • Foster Youth • Low Income				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<p>1. Laguna Creek High School will provide opportunities to present and inform parents about school initiatives. In addition, LCHS will provide learning opportunities for families to support student learning.</p> <p>Specific Actions:</p> <ul style="list-style-type: none"> • Breakfast with Benson (Monthly) • IB Programme Meetings • School Site Council • Open House • Parent Lunch Days • Community Events <p>The action includes funding for staffing, supplies, equipment, curriculum, contracts, services, and resources for meetings.</p>	<ul style="list-style-type: none"> • Article: Partnering with Families and Communities • http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/Partnering-with-Families-and-Communities.aspx 	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> • Stakeholder Surveys • Parent Participation and Attendance • Artifacts from involvement opportunities • Sign-in sheets/Agendas • EGUSD Parent Survey 		
Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.2				
Principally Targeted Student Group				
• All • Black or African American • Low Income				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<p>1. LCHS will provide parent informational meetings regarding financing and applying for Post-Secondary Education. Pathways to Success Meetings - monthly meetings and materials to run the program (Sally Smith and CAAP program)</p>	<ul style="list-style-type: none"> • Article: Partnering with Families and Communities • http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/Partnering-with-Families-and-Communities.aspx 	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> • Parent Participation Rates • Meeting Attendance 		
Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$5000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.3				
Principally Targeted Student Group				
• Black or African American • Foster Youth • Low Income • School-wide				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
	<ul style="list-style-type: none"> • Article: Research Matters / Promoting 	<p>1. Metrics may include:</p>		

<p>1. 50% of Staffing for Program Asst to support the PBIS Program (8 hrs/ day 10 months) and campus equity through monthly spotlights, Take Your Parent to Lunch Day, Positive Postcards home and check-ins with students.</p>	<p>Adolescents' Prosocial Behavior</p> <ul style="list-style-type: none"> • http://www.ascd.org/publications/educational-leadership/apr06/vol63/num07/Promoting-Adolescents'-Prosocial-Behavior.aspx 	<ul style="list-style-type: none"> • Parent Participation Rates • Organization Health Survey • EGUSD Climate Survey • PBIS TFI
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$28500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.4

Principally Targeted Student Group

- Black or African American
- Foster Youth

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Staffing for Teacher in Charge to work with families to improve attendance and to provide opportunities for increased opportunities for parents and families to interact with school staff (0.3835 FTE)</p>	<ul style="list-style-type: none"> • Article: Rethinking Parent Involvement • http://www.ascd.org/publications/educational-leadership/sept92/vol50/num01/Rethinking-Parent-Involvement.aspx 	<ul style="list-style-type: none"> • Increase the % of parents participating in Bring Your Parent to Lunch events from 259 total family members in September, 2019 to 300 in the Fall of 2020

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$40393	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.5

Principally Targeted Student Group

- Black or African American
- Foster Youth
- Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Work with the Office of Family and Community Engagement to complete the "Welcoming Schools" self-audit. Formulate a plan of action to become more welcoming. (This activity does not incur a cost.)</p>	<ul style="list-style-type: none"> • Article: A Place for All Families • (http://www.ascd.org/publications/educational-leadership/apr09/vol66/num07/A-Place-for-All-Families.aspx) 	<ul style="list-style-type: none"> • Complete an audit of the schools overall welcoming practices. Formulate an initial plan for actions that can be immediately taken during the 20-21 school year to become more welcoming.

Funding Source	Amount	Description of Use		

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

n/a

**Local Control Accountability Plan (LCAP)
Year 2020 - 2021**

IV. Funding

Laguna Creek High School - 473

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2200 Regular Education (9-12) 0000 Unrestricted	0	\$0	\$144,104	\$144,104	\$144,104	\$0	\$0	\$0	\$0
2270 Extended Day (9-12) 0000 Unrestricted	0	\$0	\$17,024	\$17,024	\$17,024	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$0	\$20,000	\$20,000	\$0	\$0	\$20,000	\$0	\$0
7201 LCFF Supple/Conc 7 - 12 0000 Unrestricted	0	\$0	\$354,375	\$354,375	\$105,223	\$6,483	\$167,776	\$74,893	\$0
7235 CTE Site Supplies/Equipment 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7250 EL Supplemental Program Services 7-12 0000 Unrestricted	0	\$0	\$25,172	\$25,172	\$25,172	\$0	\$0	\$0	\$0
7233 AVID Support 7510 Low Performing Student Block	0	\$0	\$8,166	\$8,166	\$8,166	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	\$0	\$574,841	\$574,841	\$304,689	\$6,483	\$188,776	\$74,893	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$574,841

Signatures: (Must sign in blue ink)

Date

Benefits Calculator for Timesheets	
<input checked="" type="radio"/> Certified	Staff Amount \$ <input type="text"/>
<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>
	Total \$ <input type="text"/>

Principal **Mark Benson**

School Site Council Chairperson **Tracey DelNero**

EL Advisory Chairperson **Vicki Livingston**

_____	_____
_____	_____
_____	_____