



Cosumnes Oaks High School

Local Control Accountability Plan (LCAP) 2023-2024

Principal: Juan Jauregui Jr

County-District-School (CDS) Code: 34673140116897

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

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

IV. Goals, Actions and Services

Cosumnes Oaks High School | Focused Work: 2023-2024

Goal Setting (Icapid: 565)

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?

LCAP Stakeholder Feedback Survey was administered to staff, parents/guardians, and students between April 1-April 13, 2023. COHS facilitated a community stakeholder meeting on Thursday, April 13, 2023 to obtain feedback from staff, students, and parents/guardians on the current LCAP and the 2023-24 LCAP. Department Leads and Coordinators provided in-person feedback at the Instructional Leadership Team meeting on Tuesday, May 2, 2023. Staff provided in-person feedback at the staff meeting on Monday, May 8,

2023. ELAC provided feedback on the LCAP on Wednesday, May 10, 2023. SSC was consulted and reviewed action steps during SSC meetings on April 13, April 26, and May 11, 2023.

Additional elements related to Strategic Goal 4 on parent engagement were included in the LCAP due to feedback from parents/guardians. Additional elements related to Strategic Goal 1, 2, and 3 were added based on feedback from staff. There were additional action steps on how to support the implementation of the Instructional Framework modules led by CPL. There were also additional action steps related to supporting students of color in attending conferences and field trips that are culturally-responsive and supportive of marginalized students.

2. Impact of LCAP and Annual Update

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

LCAP Stakeholder Feedback Survey was administered to staff, parents/guardians, and students between April 1-April 13, 2023. The feedback from this survey was shared with the SSC to inform them in developing and approving the 2023-24 LCAP. The LCAP Stakeholder Meeting provided an opportunity for parents, students, and staff to be included in discussion on feedback about our current LCAP and 2023-24 LCAP.

Resource Inequities

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

COHS had a large increase in its newcomers and English learner population, due to a variety of reasons, including redirected students from the neighboring high school and Afghan refugees. The participation of African American students in the AP program continues to have a significant gap at COHS and district-wide. Students with Disabilities at COHS have disproportionate low enrollment in A-G, honors, and AP courses. Students with Disabilities also rate very high in suspension rate and very low in ELA and Math testing, according to the California Dashboard.

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: 6629) (DTS: 02/10/23)

Increase the number of students receiving high quality instruction in every class, every day by implementing research-driven best practices for ALL content areas.

Mark failing/"F" Data

- Decrease the percentage students receiving one or more "F" grades from 35% to 25%
- Decrease the percentage of Black or African American students receiving one or more "F" grades from 57% to 25%
- Decrease the percentage of Hispanic students receiving one or more "F" grades from 46% to 25%
- Decrease the percentage of Native Hawaiian or Pacific Islander and American Indian or Alaskan students receiving one or more "F" grades from 36% to 25%

CAASPP Data (ELA)

- Increase the percentage of all students meeting or exceeding standards from 64% to 70%
- Increase the percentage of Black or African American students meeting or exceeding standards from 45% to 55%
- Increase the percentage of students with disabilities meeting or exceeding standards from 17% to 25%
- Increase the percentage of English learners meeting or exceeding standards from 9% to 15%

CAASPP Data (Math)

- Increase the percentage of all students meeting or exceeding standards from 42% to 50%
- Increase the percentage of Black or African American students meeting or exceeding standards from 25% to 35%
- Increase the percentage of Hispanic students meeting or exceeding standards from 26% to 35%
- Increase the percentage of students with disabilities meeting or exceeding standards from 8% to 15%

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

Actions/Services 1.1.1 (SiteGoalID: 6629) (DTS: 02/10/23)

Targeted Student Group(s)

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

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. <p>1. Implement training during staff meetings, PD minimum days, after school, and during the school day on research-based best practices for high quality</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>1. Survey feedback will be collected after training has been completed and shared and reviewed by ILT and SSC. Artifacts (lesson plans, evidence of</p>	<ul style="list-style-type: none">• What is working?• What is not working and why?• What modifications do you need to make? <p>Departments, ILT, ELAC, and SSC will review this goal at the October, January and March meetings for the 2023-24 school</p>

instruction (such as gradual release, modeling, student talk, and student-centered classrooms) that support the implementation of the [EGUSD Instructional Framework](#) across all content areas.

2. Staff will participate in culturally-responsive and equity-based training that improves strategies to support our target student groups (SWD, EL, Black/African American, Hispanic, Foster/Homeless Youth).

3. Staff (individuals, department teams, PLCs) will attend conferences (such as CABE, CATE, West Ed., College Board, Universal Design for Learning, etc.) to increase instructional and intervention strategies to support all students, and targeted student groups to reach their goals.

4. Staff will participate in release days for new teachers and PLC teams to focus on improving instructional practices through intentional planning or instructional rounds that support the implementation of the EGUSD Instructional Framework.

5. Provide funding for research-based student intervention within the school day (eg, release time for staff to work in small groups with struggling students, one-on-one meetings with teachers and students, parent conferences and outreach, etc.).

6. Provide training and funding for teachers to work together to evaluate their current grading practices (eg. Grading for Equity) and make changes to current policies and practices to support target groups (SWD, EL students, Foster/Homeless Youth).

7. Purchase supplementary materials, equipment, and supplies that support high quality instruction for targeted populations.

instructional strategies and student outcome data) will be shared and reviewed by PLCs, departments, ILT, and SSC. A review of the progress data will be reviewed at least once a month by content specific PLCs and departments and at least once a term by ILT and SSC. Necessary LCAP proposals will be presented to SSC based on survey results.

2. Staff who attend conferences and training will provide evidence of learning and impact on instructional practices in PLC, department, staff, and ILT meetings, specifically how their learning has directly impacted their lesson planning, instruction, and/or approach to students in their classroom. ILT and SSC will review the conference and PD evidence at least once per term.

3. Planning sessions and instructional round agendas, sign-in sheets, notes from debriefing sessions will be collected and reviewed by PLCs, departments, ILT, and SSC at least once per term.

4. Staff and student survey feedback, sign-in sheets, and student academic data will be reviewed by PLCs, and departments at least once a month and ILT and SSC at least once per term. Necessary LCAP proposals will be presented to SSC based on survey results.

5. Staff who participate in training and collaboration to review and revise current grading practices will provide evidence of learning and impact on instructional practices in PLC, department, staff, and ILT meetings. ILT and SSC will review the conference and PD evidence at least once per term.

6. Lesson plans and student work artifacts of usage and impact of supplemental materials on student learning will be reviewed by respective departments, ILT, and

year.

Acronyms:

SEC - Student Equity Council

SSC - School Site Council

ELAC - English Learner Advisory Council

PLC - Professional Learning Community

ILT - Instructional Leadership Team

PD - Professional Development

EL - English Learner

SWD - Students with Disabilities

8. Provide \$10,000 in funding to the library to purchase literacy materials that engage and affirm our diverse student population, including books specifically for students with disabilities, English learners.

9. Students will participate in academically-based field trips during the school day and activities beyond the school day that support access to high quality instruction. Funding will be used to pay for field trip expenses, sub coverage and timesheet overtime.

10. The science department will utilize online software platforms (ex: Gizmo, Pivot, and Labster) to provide virtual demonstrations and virtual labs for students to access in the classroom and at home to supplement learning in the science classes. Funding will be provided to pay for the subscriptions, training for staff (sub coverage and timesheet compensation).

11. The school will provide opportunities for students to engage in academic competitions that reinforce the state standards for particular courses (ex: Science Olympiad, Mathletes, History Day events, etc.) Respective departments that sponsor these events will focus on recruiting students from target groups for participation in these activities. Funding will be provided to pay for registration and event expenses, field trip expenses, sub coverage, and timesheet compensation.

12. The school will provide academic intervention sessions before, during, and after school to address students in need of academic growth across all content areas.

SSC at least twice per term.

7. Evidence of library material usage and student feedback surveys will be reviewed by the library team, ILT, and SSC at least once per term.

8. Lesson plans, student assignments, and assessment results based on participation in the field trip will be reviewed by respective departments at least once a month and ILT, and SSC at least once per term.

9. Lesson plans that include the online software and student work samples will be reviewed by the Science department and SSC.

10. Event agendas, sign-in sheets, rosters of students participating, and student survey feedback will be reviewed by ILT and SSC.

11. Sign in sheets, student progress reports and grade checks, student growth data by subject will be reviewed by ILT and SSC once a term to determine any funding or instructional adjustments.

Site Goal 1.2 (SiteGoalID: 6633) (DTS: 02/10/23)

Improve the language acquisition, academic success, and participation in school programs for EL and RFEP students

Metric:

- Increase progress towards English proficiency for EL students from 64% to 66%
- Increase reclassification rate for EL students from 11% to 15%
- Increase A-G competition for EL students from 50% to 52%
- Decrease the percentage of RFEP students earning at least one D or F (0-4 years post reclassification) from 37% to 30%

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Actions/Services 1.2.1 (SiteGoalID: 6633) (DTS: 02/10/23)

Targeted Student Group(s)

- EL • SWD

<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>1. The EL Coordinator will have release periods (0.5 FTE) to monitor EL placement, documentation, and academic progress of all typologies of English Learners as required by Federal Program Monitoring (FPM).</p> <p>2. The EL Coordinator and counseling team will collaborate to ensure EL students have proper placement in designated ELD courses. Funding will be provided for timesheet compensation and sub coverage.</p> <p>3. The ELPAC Coordinator and</p>	<p>1. EL Coordinator logs and EL student monitoring data will be reviewed by ELAC, ILT, and SSC at least twice per term.</p> <p>2. EL student schedules will be reviewed by the counseling team, ELAC, and SSC in August 2022 (for Terms 1 & 2) and again in December 2022 (for Terms 3 & 4).</p> <p>3. ELPAC results will be reviewed by ELAC, MLL, and SSC at least once per term.</p> <p>4. MLL PLC agendas, sign-in sheets, developed lessons, students data, and assessment</p>	<p>ILT, ELAC, and SSC will review this goal at the October, January and March meetings for the 2023-24 school year.</p>

EL Coordinator will collaborate with teachers to ensure students utilize the ELPAC practice tests, and to ensure every single eligible student completes all parts of the ELPAC exam. Funding will be provided for training materials, timesheet compensation and sub coverage.

4. Continue the multilingual learner (MLL) PLC established in the 2022-23 school year to increase use of best practices for supporting English-learners. Funding will be provided for instructional materials, sub coverage and timesheet overtime for MLL PLC participants.

5. Create an EL data team to continually monitor struggling EL and RFEP students and provide one on one and small group support, as well as outreach to classroom teachers and families. Funding will be provided for sub coverage and timesheet overtime for EL data team members.

6. Training will be provided to all SPED instructors with EL students on the alternate ELPAC and ensure that students are properly identified for participation in the alternate ELPAC exam. Funding will be provided for training materials, sub coverage and timesheet overtime for EL data team members.

7. Teachers will participate in professional development on integrated and designated ELD. Funding will pay for conference expenses, training, sub coverage, and timesheet compensation.

8. Teachers and support staff will implement EL intervention activities beyond the regular school day to academically support English Learners in meeting their EL goals. Funding will be provided to pay for intervention supplies and instructional materials, timesheet compensation, and sub coverage.

results will be reviewed by ELAC, ILT, and SSC twice per term.

5. EL Data Team meeting agendas, sign-in sheets, developed intervention lessons, outreach data, and EL students progress data will be reviewed by ELAC, ILT, and SSC twice per term.

6. Training sign-in sheets, ELPAC participation data will be reviewed by ELAC and SSC once per term.

7. Survey feedback will be collected after training has been completed and shared and reviewed by ILT and SSC. Artifacts (lesson plans, evidence of instructional strategies and student outcome data) will be shared and reviewed by ILT and SSC. A review of the progress data will be reviewed at least once per term.

8. Teachers and support staff will provide EL intervention lessons and student progress data to ELAC and SSC and will be reviewed at least once per term.

9. Lesson plans, student assignments, and assessment results based on student participation in the EL-based field trip will be reviewed by ELAC and SSC at least once per term.

10. Parent survey feedback from participating in meetings where translation or interpretation services are being used will be reviewed by ELAC and SSC at least once per term. Necessary LCAP proposals will be presented to SSC based on survey results.

9. EL students will participate in field trips and activities beyond the school day that support their development of the English language. Funding will be used to pay for field trip expenses, sub coverage and timesheet overtime.

10. Translation and interpretation services will be provided for parents/guardians for parent conferences, parent meetings, ELAC, and SSC meetings. Funding will be provided to pay for translation and interpretation services, sub coverage, and timesheet compensation.

Site Goal 1.3 (SiteGoalID: 6635) (DTS: 02/10/23)

Increase recruitment, access, and support for Honors and AP classes for targeted populations.

Metric:

Number of students enrolled in at least one AP or honors course

- Increase the percentage of all students enrolled in honors/AP courses from 49% to 55%
- Increase the percentage of African American/Black students enrolled in honors/AP courses from 26% - 30%
- Increase the percentage of Hispanic/Latino students enrolled in honors/AP courses from 35%- 40%
- Increase the percentage of EL students enrolled in honors/AP courses from 17% to 19%
- Increase the percentage of SWD enrolled in honors/AP courses from 6% to 8%

Number of students passing at least one AP exam by graduation

- Increase the percentage of African American/Black students passing at least one AP exam by graduation from 10% to 13%
- Increase the percentage of Hispanic/Latino students passing at least one AP exam by graduation from 28% to 30%
- Increase the percentage of EL students passing at least one AP exam by graduation from 8% to 10%
- Increase the percentage of students who identify as two or more races passing at least one AP exam by graduation from 24% - 28%
- Increase the percentage of SED students passing at least one AP exam by graduation from 28% to 30%

Metric: AP/IB Exams - Percent of Graduates Passing an AP/IB Exam

Actions/Services 1.3.1 (SiteGoalID: 6635) (DTS: 02/10/23)

Targeted Student Group(s)

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

<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>1. Provide funding for ILT members and the Student Intervention Committee (sub coverage or timesheet hours) to review student data to identify potential honors and AP students who would not have otherwise selected honors and AP classes during course enrollment and follow up with identified students to recruit into honors and AP courses.</p> <p>2. ILT members, Student Intervention Committee, and Counseling team and support staff will conduct recruitment activities (parent engagement, assemblies, small group activities) to address the goal for increasing participation of our targeted student groups (EL, African American, Hispanic/Latino, and Students with Disabilities) in honors and AP courses.</p> <p>3. Provide funding for release periods for honors and AP teachers to present to students in the lower grade levels about their course and why students should consider enrolling in honors or AP courses.</p> <p>4. The Freshmen Seminar Committee will plan and implement activities to recruit ninth grade students into CTE, pathways, VAPA programs, AP/honors courses. Funding will be provided for release periods, sub coverage, timesheet</p>	<p>1. Staff who participate in obtaining student data to identify potential honors/AP students will provide evidence (student data, agendas, sign-in sheets) to departments, ILT, and SSC. ILT and SSC will review this data at least once per term and adjust funding and recruitment strategy per data.</p> <p>2. Staff who participate in honors/AP recruitment efforts will provide evidence (agendas, sign-in sheets, student and parent survey feedback, honors/AP course selection and enrollment data) to departments, ILT, and SSC. ILT and SSC will review this data at least once per term. ILT and SSC will review this data at least once per term and adjust funding and recruitment strategy per data.</p> <p>3. Staff who organize and participate in these class presentations will provide evidence (agendas, student feedback, honors/AP course selection and enrollment data) to departments, ILT, and SSC. ILT and SSC will review this data at least once per term. ILT and SSC will review this data at least once per term and adjust funding and recruitment strategy per data.</p> <p>4. Freshman Seminar Committee will provide data (staff and student survey feedback, committee agendas, and sign-in sheets) that will be shared with ILT and SSC. ILT and SSC will review this data at least once per term. ILT and</p>	<p>ILT and SSC will review this goal at the October, January and March meetings for the 2023-24 school year.</p>

overtime, and to pay for supplies and materials.

5. Staff will develop and implement demonstration lessons and activities for AP/honors, CTE, and elective courses to increase enrollment in these courses. Funding will be provided to pay for event materials, timesheet compensation, and sub coverage.

6. AP Capstone teachers will complete their annual training, collaborate to break down the stimulus packet for the course, and develop unit lessons to support students with successfully completing Performance Task 2 for their culminating AP project. Funding will be provided to pay for instructional materials to support struggling students, timesheet compensation, and sub coverage.

7. Teachers will plan and offer AP intervention sessions, extended day instructional activities, and AP exam review sessions to improve academic performance in the AP class and AP exams, specifically for targeted student groups (EL, African American, Hispanic/Latino, and Students with Disabilities). AP teachers will intentionally recruit struggling students and students in the targeted student groups in participating in AP intervention sessions, extended day instructional activities, and AP exam review sessions. Funding will be provided to pay for supplies and instructional materials, timesheet compensation, and sub coverage.

SSC will review this data at least once per term and adjust funding and recruitment strategy per data.

5. Participants will provide data (staff and student survey feedback, course selection and enrollment data) that will be shared with ILT and SSC. ILT and SSC will review this data at least once per term. ILT and SSC will review this data at least once per term and adjust funding and recruitment strategy per data.

6. AP Capstone teachers will provide data (agendas, sign-in sheets, lesson artifacts and student academic progress data to ILT, and SSC. ILT and SSC will review this data in Term 3 and 4.

7. AP teachers will provide data (agendas, sign-in sheets, intervention and AP review session lessons, course academic progress and AP exam score data to departments, ILT, and SSC. ILT and SSC will review this data after AP exam review sessions.

Site Goal 1.4 (SiteGoalID: 6636) (DTS: 02/10/23)

Increase interdisciplinary collaboration and vertical teaming to increase academic success and intervention for following targeted groups or content::

- Math
- African American Students
- English Learners
- Students with Disabilities
- Foster Youth

Metric: A-G Completion

Increase the percent of all graduates meeting A-G requirements by 8% from 72% (2021) to 80% (2023).

Increase the percent of Students with Disability graduates meeting A-G requirements by 8% from 22% (2021) to 30% (2023).

Increase the percent of English Learners meeting A-G requirements by 7% from 48% (2021) to 55% (2023).

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

Actions/Services 1.4.1 (SiteGoalID: 6636) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • EL • Foster Youth • Low Income • SWD

<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>1. Teachers and support staff will collaborate and design lesson plans that ensure intervention in the classroom and beyond the regular school day to ensure students are able to pass their A-G courses, focusing specifically on struggling students, SED, SWD, Black/African American students, and English Learners. To include visits with local community college representatives. Funding will be provided to pay for intervention supplies and instructional materials, timesheet compensation, and sub coverage.</p> <p>2. The AVID elective course will provide students the opportunity for college and career readiness activities, AVID tutoring, and field trips to career and college sites. Funds will be used to support the</p>	<p>1. Teachers and support staff will provide intervention lessons and student progress data to PLCs, departments, ILT and SSC. ILT and SSC will review this data at least once per term and will submit proposals to SSC as needed.</p> <p>2. AVID enrollment data, student academic progress (progress reports, term grades, A-G completion), student assignment data, and student feedback data will be reviewed by the AVID team, ILT, and SSC at least once per term and will submit proposals to SSC as needed.</p> <p>3. The AVID team will provide AVID student progress data (agendas, sign-in sheets, lessons, student academic progress) to ILT, and SSC. ILT and SSC will review this data at least once per term and will</p>	<p>Departments, ELAC, ILT and SSC will review this goal at the October, January and March meetings for the 2023-24 school year.</p>

students in the AVID Program for class materials, field trips to career and college sites. Funds will be used for field trip expenses, supplementary instructional materials, sub coverage and timesheet overtime.

3. AVID teachers will collaborate to develop lessons and projects for the AVID program. Funds will be used to pay for collaboration materials, sub coverage and timesheet overtime.

4. Teachers will attend AVID training to expand their support for AVID students and target student groups. Funding will be used to pay for sub coverage, timesheet overtime, training materials and expenses.

5. AVID courses will be offered in all four grade levels by providing additional FTE funding.

6. Students will participate in college & career-based field trips during the school day and beyond the regular school day that support their understanding of post-secondary opportunities. Funding will be used to pay for field trip expenses, sub coverage and timesheet overtime.

7. Advocacy teachers and counselors will utilize the Focus on College and Career (FOCC) elective course, in which all ninth graders are required to be enrolled, ten year academic and career plans to provide additional support and guidance for students. Release time, and timesheet hours will be used to support the Advocacy Coordinator in collaborating with the College and Career Readiness committee, Advocacy teachers, and counselors on student A-G progress, college and career planning, as well as other lessons to meet site specific needs. 80 timesheet hours will be provided for Advocacy coordination.

submit proposals to SSC as needed.

4. Staff who attend AVID training will provide evidence of learning (lesson plans, instructional strategies) and impact on instructional practices to ILT and SSC, and will be reviewed in Term 1 and Term 3.

5. The AVID team will provide AVID student progress data (agendas, sign-in sheets, lessons, student academic progress) to ILT, and SSC. ILT and SSC will review this data at least once per term and will submit proposals to SSC as needed.

6. Field trip rosters, student survey feedback will be reviewed by SSC at least once per term and will submit proposals to SSC as needed.

7. FOCC teachers and Advocacy Coordinator will provide data (staff and student survey feedback, Ten Year Plans as well as Career Readiness committee agendas, and sign-in sheets) will be shared with ILT and SSC. ILT and SSC will review this data at least once per term and will submit proposals to SSC as needed.

8. Freshman Seminar Committee will provide data (staff and student survey feedback, committee agendas, and sign-in sheets) that will be shared with ILT and SSC. ILT and SSC will review this data at least once per term and will submit proposals to SSC as needed.

9. Participants will provide data (staff and student survey feedback, course selection and enrollment data) that will be shared with ILT and SSC. ILT and SSC will review this data at least once per term and will submit proposals to SSC as needed.

8. The Freshmen Seminar Committee will plan and implement activities to recruit ninth grade students into CTE, pathways, VAPA programs, AP/honors courses. Funding will be provided for release periods, sub coverage, timesheet overtime, and to pay for supplies and materials.

9. Staff will develop and implement demonstration lessons and activities for AP/honors, CTE, and elective courses to increase enrollment in these courses. Funding will be provided to pay for event materials, timesheet compensation, and sub coverage.

Site Goal 1.5 (SiteGoalID: 6637) (DTS: 02/10/23)

Increase access and support for CTE students to complete their pathway.

Metric:

- Increase CTE completion for Black or African American students from 18% to 25%
- Increase CTE completion for students with disabilities from 19% to 25%

Metric: CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence

Actions/Services 1.5.1 (SiteGoalID: 6637) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • EL • SWD

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?

1. Implement highly effective CTE Pathways program that provides opportunities for target student groups to access curriculum and support. Funding will be provided for the following expenses: consumable supplies, instructional materials, instructional equipment, field trips related to the career theme or post-secondary preparation, professional development related to instructional methodology or staying current with industry trends.

2. Create a ninth grade PLC that reviews grades and test-data bi-weekly on student achievement and conducts outreach to students, counselors, families, and other teachers in order to provide targeted support to students to ensure they are successful in their CTE courses and complete their CTE pathway.

3. CTE pathways will conduct parent/guardian engagement activities to ensure parents/guardians understand how they can support their child in being successful in CTE classes and gateway elective courses and completing the CTE pathway. Funding will be provided for meeting and event materials and supplies, sub coverage, timesheet compensation, and refreshments at meetings and events for families.

4. CTE teachers will attend training and conferences that enhance their instructional practices and successfully implement their CTE program. Funding will be provided for PD and conference expenses, sub coverage, and timesheet compensation.

5. The school will provide opportunities for CTE students to engage in capstone-related activities, including CTE-themed competitions and events (ex:

1. CTE teachers will provide developed lessons (in-class, field trip) and CTE student progress data to ILT and SSC. ILT and SSC will review this data at least once per term.

2. Ninth grade data (Ten Year Plan, academic progress, CTE pathway interest data) will be reviewed by the Ninth Grade PLC, CTE department, and SSC by the end of Term 2 and Term 3 .

3. Parent engagement event/meeting agendas, sign-in sheets, and handouts, CTE course selection data, and parent survey feedback will be reviewed by the CTE department and SSC.

4. Conference and training agendas, sign-in sheets, artifacts & lessons developed by learning from training and conferences will be reviewed by the CTE department and SSC.

5. Event agendas, sign-in sheets, rosters of students participating, and student survey feedback will be reviewed by the CTE department and SSC.

The CTE Department, ILT and SSC will review this goal at the October, January and March meetings for the 2023-24 school year.

Robotics and coding competitions) to enhance their ability to access the CTE curriculum. The CTE department will focus on recruiting students from target groups for participation in these activities. Funding will be provided to pay for event materials, timesheet compensation, and sub coverage.

Site Goal 1.6 (SiteGoalID: 6638) (DTS: 02/10/23)

Increase access and support for students taking VAPA courses and participating in VAPA standards-based programs.

Metric:

- Increase the number of students enrolled in VAPA courses by 6% from 44% (2019) to 50% (2023).
- Increase the number of students passing VAPA courses by 10%.

Metric: Content Standards Implementation - Percent Early Applying and Applying

Actions/Services 1.6.1 (SiteGoalID: 6638) (DTS: 02/10/23)

Targeted Student Group(s)

- EL • Foster Youth • School-wide • SWD

<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>1. Implement a highly effective VAPA program that provides opportunities to access curriculum and provides support for targeted student groups. Funding will be provided for supplementary materials, instructional equipment, maintenance and</p>	<p>1. VAPA teachers will provide developed lessons (in-class, field trip) and CTE student progress data to ILT and SSC. ILT and SSC will review this data at least once per term.</p> <p>2. Parent engagement</p>	<p>The VAPA Department, ILT and SSC will review this goal at the October, January and March meetings for the 2023-24 school year.</p>

repair of instructional equipment, VAPA-related field trip expenses, sub coverage and timesheet compensation.

2. The VAPA program will conduct parent/guardian engagement activities to ensure parents/guardians understand how they can support their child in being successful in VAPA courses and programs. Funding will be provided for meeting and event materials and supplies, sub coverage, timesheet compensation, and refreshments at meetings and events for families.

3. VAPA teachers will attend training and conferences that enhance their instructional practices and successfully implement their VAPA program. Funding will be provided for PD and conference expenses, sub coverage, and timesheet compensation.

4. The school will provide opportunities for VAPA students to engage in co-curricular related activities, including theatrical performances, art galas and competitions to enhance their ability to access the VAPA curriculum. The VAPA department will focus on recruiting students from target groups for participation in these co-curricular VAPA events. Funding will be provided to pay for event materials, timesheet compensation, and sub coverage.

event/meeting agendas, sign-in sheets, and handouts, VAPA course selection data, and parent survey feedback will be reviewed by the VAPA department and SSC.

3. Conference and training agendas, sign-in sheets, artifacts & lessons developed by learning from training and conferences will be reviewed by the VAPA department and SSC.

4. Event agendas, sign-in sheets, rosters of students participating, and student survey feedback will be reviewed by the VAPA department and SSC.

Funding Sources for District Goal 1	Amount	Description of Use
Academic Competitions (7206/0000)	\$500	Contracts/Services/Subscriptions
AP Recruitment (7225/0000)	\$1000	Certificated- Timesheets
AVID (7233/0000)	\$4000	Certificated- Timesheets

AVID (7233/0000)	\$3300	Materials/Supplies/Equipment
CTE (7235/0000)	\$19000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	\$5000	Certificated- Timesheets
EL Supplemental (7250/0000)	\$1000	Classified- Timesheets
EL Supplemental (7250/0000)	\$5000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	\$9000	Materials/Supplies/Equipment
PreAP Training (7218/0000)	\$5000	Contracts/Services/Subscriptions
Student Fees (2312/0000)	\$20000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$25000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$5000	Classified- Timesheets
Supplemental/Concentration (7201/0000)	\$15000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$15000	Materials/Supplies/Equipment
Visual & Performing Arts (VAPA) (7450/0000)	\$15000	Materials/Supplies/Equipment

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

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

Site Goal 2.1 (SiteGoalID: 6833) (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: 6833) (DTS: 03/31/23)

Targeted Student Group(s)

- EL • School-wide • SWD

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>1. The testing coordinator will develop a testing schedule reviewed by ILT that will ensure an opportunity for all eligible students to complete their assessments by May 2024. Funding will be provided to support the planning and implementation of CAASPP assessments and EGUSD assessments, sub coverage, and timesheet compensation.</p> <p>2. Teachers will implement lessons in Advocacy and their subject-based classes to ensure students understand the types of questions on the assessments, how to utilize the online assessment platform, and the relevance and importance of CAASPP and district assessments on the student, school, and district.</p>	<p>1. The testing schedules, participation rates, and test scores will be reviewed by ILT and SSC by May 2024.</p> <p>2. Administration will conduct walkthroughs to observe the implementation of assessment familiarity lesson plans. Lessons, student test scores will be reviewed by ILT and SSC by May 2024 and will submit proposals to SSC as needed.</p>	<p>Departments, ILT and SSC will review this goal at the October, January and March meetings for the 2023-24 school year.</p>

Site Goal 2.2 (SiteGoalID: 6984) (DTS: 05/01/23)

Increase the efficacy and implementation of PLC's to support student learning and academic success with regular review and analysis of students assessments data as well as plans for targeted reteaching and enrichment.

Metric: The percentage of Professional Learning Communities (PLCs) at COHS utilizing common formative assessments will increase by 7.2% from 54.6% to 61.8% through Illuminate and/or an alternate online platform.

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1 (SiteGoalID: 6984) (DTS: 05/01/23)

Targeted Student Group(s)

- EL • School-wide • SWD

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. <p>1. Special education teachers will utilize two release days to collaborate with counselors, general education teachers, and feeder school teachers to analyze data to ensure proper placement and support are being provided for Students with Disabilities. Funding will be provided for planning and meeting materials, sub coverage, and timesheet compensation.</p> <p>2. PLCs (teachers and support staff) will collaborate to develop site-based assessments that inform them of PLC, classroom and individual student progress. Funding will be provided for planning and meeting materials, sub coverage, and timesheet compensation. On site teacher trainers of Illuminate will be compensated for conducting trainings each term for new and veteran teachers.</p> <p>3. The World Language Department will utilize the Quia online assessment platform to assess students in world language, provide feedback to the teacher, students, and parents/guardians. Funding will be provided for subscription for this online assessment platform.</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>1. SWD Academic Progress (progress reports, final term grades, IEP goal completion), student schedules, and paraeducator schedules will be reviewed by the SPED department, counseling team, and SSC at least once per term. Staff will submit proposals to SSC as needed.</p> <p>2. PLC created assessments and student assessment results will be reviewed by the Math department, ILT, and SSC by December 2023 and again by May 2024. Staff will submit proposals to SSC as needed.</p> <p>3. Lessons that embed QUIA and QUIA student assessment results will be reviewed by the World Language Department, ILT and SSC by December 2023 and again by May 2024. Staff will submit proposals to SSC as needed.</p>	<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>Departments, ILT and SSC will review this goal at the October, January and March meetings for the 2023-24 school year.</p>

Site Goal 2.3 (SiteGoalID: 6985) (DTS: 05/01/23)

Create a data collection team for the site to collect, analyze, and distribute data to staff at regular meetings to guide the work and improvements on campus.

Metric:

- ILT, PBIS, ELAC, PLC, Department and Staff Meetings will include at least one agenda item that provides an opportunity for participants to review data.

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.3.1 (SiteGoalID: 6985) (DTS: 05/01/23)

Targeted Student Group(s)

<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>1. Create a student intervention team that reviews grades and test-data bi-weekly on student achievement and conducts outreach to students, counselors, families, and other teachers in order to provide targeted support to meet student needs. 20 timesheet hours each for up to eight staff members on the student intervention team will be provided, as well as funding for meeting material expenses.</p> <p>2. The WASC leadership team (staff members and WASC Coordinator) will identify and organize data relevant for the WASC self-study process. The WASC leadership team will facilitate PD and collaboration time to complete Self-Study activities. Funding will be</p>	<p>1. Student academic data will be reviewed by the student intervention team, ILT, SSC and all-staff at least once per term.</p> <p>2. WASC related meeting agendas, sign-in sheets, student data, and collaboration artifacts will be reviewed by ILT and SSC at least once per term.</p>	<p>ILT and SSC will review this goal at the October, January and March meetings for the 2023-24 school year.</p>

provided for sub coverage, timesheet compensation, meeting materials, and 60 timesheet hours for the WASC Coordinator.

Funding Sources for District Goal 2	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$8000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$1000	Classified- Timesheets
Supplemental/Concentration (7201/0000)	\$1000	Contracts/Services/Subscriptions

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Site Goal 3.1 (SiteGoalID: 6631) (DTS: 02/10/23)

Effectively implement the Positive Behavior Intervention & Supports (PBIS) Tier 1 and 2 Program

Metric:

- Improve the PBIS Tier 1 TFI score by 3% from 97% (2022-23) to 100% (2023-24).
- Improve the PBIS Tier 1 TFI Implementation - Feedback and Acknowledgement score from 1 out of 2 (2022-23) to 2 out of 2 (2023-24).
- Improve the PBIS Tier 2 FTI score by 5% from 92% (2022-23) to 97% (2023-24).
- Improve the PBIS Tier 2 TFI Teams - Screening score from 1 out of 2 (2022-23) to 2 out of 2 (2023-24).

Actions/Services 3.1.1 (SiteGoalID: 6631) (DTS: 02/10/23)

Targeted Student Group(s)

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

<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>1. The PBIS Tier 1 Team will have consistent parent/guardian and student members on the team who attend the monthly meetings. Funding will be provided for PBIS meeting and event materials and refreshments.</p> <p>2. The PBIS Tier 1 and 2 Team will provide new staff with PBIS implementation training in August 2023 and provide all staff with refresher training on PBIS implementation by the end of Term. Funding will be provided for training expenses, sub coverage, release periods, and timesheet compensation.</p> <p>3. The PBIS Tier 1 team will provide monthly reminders to staff regarding the "I AM CO" PBIS words (Respectful-Responsible-Honorable-Engaged) in staff meetings and in email and newsletters and Tier 2 referral process. Staff meetings will include time to create Tier 2 referrals. Discipline referral data by target student groups will be shared at each staff meeting. Funding will be provided for sub coverage, release periods, and timesheet compensation.</p>	<p>1. PBIS Tier 1 meeting agenda, sign-in sheets, and minutes will be reviewed by SSC at least once per term to determine if parent/guardian and student member attendance is noted.</p> <p>2. Training agendas, training materials, and sign-in sheets will be reviewed by SSC at least once per term.</p> <p>3. Staff meeting agenda, sign-in sheets, handouts/Google Slides will be reviewed by the SSC at least once per term.</p> <p>4. The PBIS event agenda, sign-in sheets, and artifacts, as well as the Advocacy class PBIS lesson and student survey feedback will be reviewed by the PBIS team and SSC at least once per term.</p> <p>5. PBIS Tier 1 meeting agenda, sign-in sheets, and minutes will be reviewed by SSC at least once per term.</p> <p>6. Conference or PD agendas, artifacts will be reviewed by the PBIS team and SSC by May 2024.</p>	<p>PBIS Team, ILT and SSC will review this goal at the October, January and March meetings for the 2023-24 school year.</p>

4. The PBIS Team will plan and implement at least one PBIS event and Advocacy lesson per term. Funding will be provided for sub coverage, release periods, and timesheet compensation.

5. The PBIS Team will review progress data at every PBIS Tier 1 and 2 meeting to determine whether revisions need to be made to PBIS plan and implementation. Behavior referral data by the target student group will also be reviewed by the PBIS Team. This data will be shared at staff meetings at least once per term.

6. The PBIS Team members will participate in PBIS training (PBIS conferences, 5 Star Training, etc.) to improve on-site practices of PBIS implementation. Funding will be used to pay for PD or conference expenses, sub coverage and timesheet compensation.

Site Goal 3.2 (SiteGoalID: 6634) (DTS: 02/10/23)

Provide targeted support and restorative practices for all students who are struggling academically, behaviorally, and social-emotionally.

Metric:

- Decrease the school suspension rate (total suspension days divided by suspension incidences) from 2.5 (2022-23) to 2.0 (2023-24) (Data: Synergy report IDS-1609)
- Decrease the suspension rate of African American students from 2.8 (2022-23) to 2.3 (2023-24). (Data: Synergy report IDS-1609)
- Decrease the suspension rate of SWD from 2.5 (2022-23) to 2.0 (2023-24). (Data: Synergy report IDS-1609)
- Decrease the suspension rate of EL students from 2.8 (2022-23) to 2.3 (2023-24). (Data: Synergy report IDS-1609)
- Decrease "Major Defiance/Disrespect/Non-Compliance" incidences by 50 from 224 (2022-23) to 174 (2023-24). (Data: Synergy report IDS601)
- Decrease "Major Inappropriate Location/Out of Bounds" incidences by 50 from 216 (2022-23) to 166 (2023-24). (Data: Synergy report IDS601)

Metric: Suspension Rate: Percent of Students Suspended

Actions/Services 3.2.1 (SiteGoalID: 6634) (DTS: 02/10/23)

Targeted Student Group(s)

- All • Foster Youth • SWD

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. <p>1. With an additional 0.5 FTE and under the direction of the principal, the Restorative Practice Teacher in Charge will participate in the management of school site intervention programs for social emotional learning; utilize restorative practices and appropriate interventions to assist students; coordinate, manage and supervise various after school programs.</p> <p>2. Staff will be trained in engaging students in restorative dialogue, facilitating community circles, and participating in conflict mediation and re-entry circles. Initial training will be conducted during preservice days, with optional after school trainings once a term. Funding will be used to pay for professional development or conference expenses, sub coverage, release periods, and timesheet compensation.</p> <p>3. Staff will participate in restorative activities with students (community circles, restorative dialogue, parent meetings, mediation circles, re-entry meetings to address behavior concerns and resolve conflict. Funding will be used to pay for restorative activities materials, refreshments for families, sub coverage, release periods, and</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>1. Suspension data, restorative activities data (number of circles/conversations held by staff members as recorded in Synergy), and behavior referral data will be reviewed by SSC at least once per term.</p> <p>2. Training agendas, sign-in sheets, handouts, staff survey feedback, and will be reviewed by SSC at least once per term.</p> <p>3. Suspension data, restorative activities data, and behavior referral data will be reviewed by SSC at least once per term.</p>	<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>PBIS Team and SSC will review this goal at the October, January and March meetings for the 2023-24 school year.</p>

timesheet compensation.

Site Goal 3.3 (SiteGoalID: 6640) (DTS: 02/10/23)

Increase the opportunities for student activities and engagement for targeted populations to build a positive school culture and climate.

Metric:

- As measured by the school climate survey, increase the student's sense of belonging from 60% to 70%

Metric: School Climate - Average Favorability Rating

Actions/Services 3.3.1 (SiteGoalID: 6640) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • EL • Hispanic or Latino • School-wide • SWD

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?

1. The restorative practice (RP) committee will attend at least one full day RP training on how to build restorative relationships and how to respond to student discipline issues in the classroom and on campus. All staff will then participate in a series of RP professional development facilitated by the RP committee. Release time and time-sheet hours will be used for PD planning and teacher planning to revise their progressive discipline policies for their classes.

2. Administration and RP committee will lead RP

1. Agendas, Sign-in sheets for staff training, student and staff survey feedback, climate survey feedback will be reviewed by PBIS, Advocacy Committee, Link Crew and SSC at least once per term.

2. Agendas, Sign-in sheets for staff training, student and staff survey feedback, climate survey feedback will be reviewed by PBIS, Advocacy Committee, Link Crew and SSC at least once per term.

3. Activity agendas, student rosters, field trip lessons and student survey feedback will be reviewed by SSC at least once per term.

ASB, ILT and SSC will review this goal at the October, January and March meetings for the 2023-24 school year.

community circles in Advocacy classes and small groups to build relationships. The Administration and RP committee will lead culturally-responsive RP re-entry and harm & conflict circles to rebuild and amend relationships on campus (student-student, student-staff, staff-staff). Admin and RP will use RP strategies to find alternatives for suspensions. Release time and time-sheet hours will be used to ensure staff can participate in these RP activities.

3. All staff will be trained in verbal interventions to support student behavior during distance learning and on campus. The safety committee will reinforce training during department meetings and PLCs. Release time, time-sheet hours, materials, and licenses will be used to ensure staff can participate in these trainings.

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

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

4. PD and conference agendas, lessons and activities that demonstrate teacher learning from PD and conferences will be reviewed by SSC by May 2024.

5. Link Crew training agendas, sign-in sheets, student and staff survey feedback, climate survey feedback will be reviewed by Link Crew and SSC at least once per term.

Site Goal 3.4 (SiteGoalID: 6641) (DTS: 02/10/23)

Increase the fidelity at which Social & Emotional lessons and activities are engaged with and implemented on campus.

Metric: Advocacy Class Student Survey Feedback, Student Climate Survey. As measured by the school climate survey, increase the student's sense of belonging from 60% to 70%

Metric: School Climate - Average Favorability Rating

Actions/Services 3.4.1 (SiteGoalID: 6641) (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>1. The Advocacy Coordinator will lead the Advocacy Committee and facilitate the planning and implementation of the Advocacy program. The Advocacy Committee will develop lessons, model them, and support teachers in implementing these lessons. The Advocacy Committee will also review data from the Advo lessons, student and staff survey feedback, as well culture and climate feedback to gauge effective implementation of the Advocacy Program. Funding will be provided for the Advocacy Program, including compensation for the Advocacy Coordinator as well as sub coverage and timesheet compensation for Advocacy Committee members.</p> <p>2. Teachers and support staff will attend PD and conferences that will improve their ability to teach and support SEL instruction and curriculum in Advocacy classes and regular classes. Funding will be provided for PD and conference expenses, sub coverage, and timesheet compensation.</p>	<p>1. Advocacy lessons, student and staff feedback will be reviewed by ILT and SSC at least once per term.</p> <p>2. PD and conference agendas, lessons and activities that demonstrate teacher learning from PD and conferences will be reviewed by SSC by May 2024.</p>	<p>The Advocacy Committee, ILT and SSC will review this goal at the October, January and March meetings for the 2023-24 school year.</p>

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$60000	Certificated- Salaries
Supplemental/Concentration (7201/0000)	\$10000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$10000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$5000	Materials/Supplies/Equipment

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • Attendance Rate • Chronic Absentee Rate • Family and Community Engagement • Input in Decision Making • Other (Site-based/Local assessment) • Partnerships for Student Outcome • Relationships Between Staff and Families
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Site Goal 4.1 (SiteGoalID: 6632) (DTS: 02/10/23)

Increase community/parent participation and engagement at school events, IEP/504 meetings, and Back to School Nights, etc to build a positive school community.

Metric:
 A 15% increase in participation in COHS COConnections (Parent University) grade level parent seminars/information nights from 60 participants each event to 70 participants each event.
 A 8% increase in Overall Effectiveness of Parent Involvement from 60% to 68%, according to the District Parent Survey.
 A 8% increase in Overall Effectiveness of Communication to Families from 67% to 75%, according to the District Parent Survey.

Metric: Parents indicating a respectful and

Actions/Services 4.1.1 (SiteGoalID: 6632) (DTS: 02/10/23)

Targeted Student Group(s)

- All • Black or African American • EL • SWD

<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>1. Counselors, teachers, and support staff will plan and facilitate Parent University activities throughout the school year. Parent University activities and other family and community outreach events will focus on teaching parents/guardians A-G requirements, college & career opportunities, SEL, VAPA, CTE, and AP information. Counselors will develop and present Parent University specific events at least twice a year. Additional community outreach events, including seasonal festivals, college and career fairs, and a multicultural fair will occur at least once a term. Counselors will divide into groups responsible for planning their own event six weeks prior to the date. These after school events will contain a general session for all parents, and then grade-specific workshops for the remainder of the event. Topics covered will be keys to academic success, graduation requirements, college readiness and preparation, financial aid workshops, and college admissions, with a focus on reaching our principally targeted student groups. Funding will be used to purchase materials and supplies to carry out these events, as well as sub coverage,</p>	<p>1. Parent University agendas, sign-in sheets (or Zoom participation logs) and handouts will be collected by the counseling team and administration and the progress of Parent Universities will be reviewed by the counseling team, ILT, and SSC in October, January, and March for the 2023-24 school year.</p> <p>2. Home visit sign-in sheets, list of families who have participated in home visits, academic progress (progress and final grades) will be reviewed by the counseling team, and SSC at least once per term.</p> <p>3. Parent/guardian sign-in sheets, student academic progress (progress and final grades) will be reviewed by the counseling team, and SSC at least once per term.</p> <p>4. Parent/guardian sign-in sheets, student academic progress (progress and final grades) will be reviewed by the counseling team, and SSC at least once per term.</p> <p>5. Meeting agendas, sign-in sheets, and minutes will be reviewed by ILT, and SSC at least once per term.</p>	<p>The counseling team, ILT and SSC will review this goal at the October, January and March meetings for the 2023-24 school year.</p>

and timesheet overtime for staff who plan and facilitate these events.

2. Staff who are trained in home visits will conduct in-person and virtual home visits to build positive relationships with parents/guardians in supporting their child's academic achievement as well as home visits to address concerning areas related to academics and attendance. Funding will be provided for sub coverage and timesheet overtime compensation.

3. To recover from the decrease of parent participation due to the pandemic, staff members will make intentional communication (phone calls, Zoom meetings, and in-person conference) to parents/guardians for students who are struggling academically, have chronic absenteeism, and are target student groups. Funding will be provided for materials, refreshments, sub coverage, and timesheet compensation.

4. Staff will train parents/guardians on how to access ParentVue, Google Suite, social media monitoring, SEL and at-home strategies to support their student(s). Funding will be provided for materials, refreshments, sub coverage, and timesheet compensation.

5. EL Coordinator and administration will facilitate ELAC, SSC, WASC-related parent meetings at least once per term. Funding will be provided for meeting materials, refreshments, sub coverage, and timesheet compensation.



Site Goal 4.2 (SiteGoalID: 6987) (DTS: 05/01/23)

Improve overall attendance and decrease truancy and chronic absenteeism.

Metric:

- Increase attendance rates for all students from 93% to 95%
- Increase attendance rates for Hispanic students from 90% to 92%
- Increase attendance rates for EL students from 90% to 92%
- Increase attendance rates for foster youth from 85% to 90%
- Increase attendance rates for homeless students from 73% to 80%
- Increase attendance rates for students with disabilities from 86% to 90%
- Decrease chronic absenteeism for all students from 21% to 8%

Metric: Attendance Rate

Actions/Services 4.2.1 (SiteGoalID: 6987) (DTS: 05/01/23)

Targeted Student Group(s)

• EL • Foster Youth • Hispanic or Latino • School-wide • SWD

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. <p>1. The PBIS team will provide a weekly incentive for students who have zero tardies for the week, selecting students from the grade level with the least number of non-first period tardies for that term. Attendance recognition will take place at the beginning of Terms 2, 3, and 4 to recognize students and their attendance from the previous term.</p> <p>2. Staff who are trained in home visits will conduct in-person and virtual home visits to build family relationships and porch visits to address concerns related to attendance. Targeted intervention will be determined by data supplied by the AIO office.</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>1. Synergy attendance reports and incentive recipient data will be reviewed by PBIS and SSC at least once per term.</p> <p>2. Home visit sign-in sheets, list of families who have participated in home visits, and attendance data will be reviewed by the counseling team and SSC at least once per term.</p> <p>3. Parent/guardian sign-in sheets, and attendance data will be reviewed by the counseling team and SSC at least once per term.</p>	<ul style="list-style-type: none">• What is working?• What is not working and why?• What modifications do you need to make? <p>The PBIS Team, ILT and SSC will review this goal at the October, January and March meetings for the 2023-24 school year.</p>

Funding will be provided for sub coverage and timesheet overtime compensation.

3. Staff members will make intentional communication (phone calls, Zoom meetings, and in-person conference) to parents/guardians for students who are consistently tardy and/or have chronic absenteeism, and are students in the target student groups. Funding will be provided for meeting materials, refreshments for families, sub coverage, and timesheet compensation.

Funding Sources for District Goal 4	Amount	Description of Use
EL Supplemental (7250/0000)	\$1000	Certificated- Timesheets
EL Supplemental (7250/0000)	\$1000	Classified- Timesheets
EL Supplemental (7250/0000)	\$2760	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	\$4000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$10135	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$2000	Classified- Timesheets
Supplemental/Concentration (7201/0000)	\$5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$10000	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
Academic Competitions (7206/0000)	Contracts/Services/Subscriptions	\$500				\$500
AP Recruitment (7225/0000)	Certificated- Timesheets	\$1000				\$1000
AVID (7233/0000)	Certificated- Timesheets	\$4000				\$4000

AVID (7233/0000)	Materials/Supplies/Equipment	\$3300				\$3300
CTE (7235/0000)	Materials/Supplies/Equipment	\$19000				\$19000
EL Supplemental (7250/0000)	Certificated- Timesheets	\$5000		\$1000		\$6000
EL Supplemental (7250/0000)	Classified- Timesheets	\$1000		\$1000		\$2000
EL Supplemental (7250/0000)	Contracts/Services/Subscriptions	\$5000		\$2760		\$7760
EL Supplemental (7250/0000)	Materials/Supplies/Equipment	\$9000		\$4000		\$13000
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
PreAP Training (7218/0000)	Contracts/Services/Subscriptions	\$5000				\$5000
Student Fees (2312/0000)	Materials/Supplies/Equipment	\$20000				\$20000
Supplemental/Concentration (7201/0000)	Certificated- Salaries			\$60000		\$60000
Supplemental/Concentration (7201/0000)	Certificated- Timesheets	\$25000	\$8000	\$10000	\$10135	\$53135
Supplemental/Concentration (7201/0000)	Classified- Timesheets	\$5000	\$1000		\$2000	\$8000
Supplemental/Concentration (7201/0000)	Contracts/Services/Subscriptions	\$15000	\$1000	\$10000	\$5000	\$31000
Supplemental/Concentration (7201/0000)	Materials/Supplies/Equipment	\$15000		\$5000	\$10000	\$30000
Visual & Performing Arts (VAPA)(7450/0000)	Materials/Supplies/Equipment	\$15000				\$15000

Justification of School-Wide Use of Funds

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

Cosumnes Oaks High School has approximately 30% enrollment of unduplicated students. Our principally targeted students, African-American students and Students with Disabilities, are supported in school wide focus areas as well as targeted classes, programs, and site initiatives. In addition to the principally targeted population, other key performance indicators helped us to identify other areas in need of reinforcement, specifically identified in the Four Strategic Goals. Areas of primary concern centered around access to rigorous curriculum, a-g completion, CTE academy/pathway completion, abundant technology resources, professional development focused on pedagogy and the whole-child approach, content standards implementation, freshman transition and the development of college and career mindset, attendance, and culture/climate which includes PBIS and restorative practice. The school wide focus on Professional Learning Communities will also support the principally targeted students; best practice strategies often mirror effective English Learner strategies. In addition, access to rigorous curriculum (AP, Honors, Accelerated, CTE) will not only benefit the principally targeted groups, but it will also have an impact on underrepresented subgroups in these courses which is a key area of concern. Though we have a low number of Foster Youth and we are classified as *low impact EL school*, those students represent some of Socio-economically Disadvantaged students as well. Increasing services to all students indicates that the principally targeted students will receive multiple layers of support. In addition, Cosumnes Oaks High School maintains that there may be underreported students who may belong in the principally targeted

population. As a result, school wide Actions, Services, and Expenditures ensures these students are reached as well.

V. Funding

Cosumnes Oaks High School (455) | 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	
2200 Regular Education (9-12) 0000 Unrestricted	0.0000	\$0	\$249,930	\$249,930	\$249,930	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0.0000	\$0	\$20,000	\$20,000	\$20,000	\$0	\$0	\$0	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	0.0000	\$0	\$182,135	\$182,135	\$60,000	\$10,000	\$85,000	\$27,135	\$0
7206 Academic Competitions 0000 Unrestricted	0.0000	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training 0000 Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7220 Honors/Advanced Placement Coordination 0000 Unrestricted	0.0000	\$0	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0	\$0
7225 Honors/Advanced Placement Outreach (OCR) 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0
7233 AVID Support 0000 Unrestricted	0.0000	\$0	\$7,300	\$7,300	\$7,300	\$0	\$0	\$0	\$0
7235 Career and Technical Education (CTE) Site Supplies/Equipment 0000 Unrestricted	0.0000	\$0	\$19,000	\$19,000	\$19,000	\$0	\$0	\$0	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	0.0000	\$0	\$28,760	\$28,760	\$20,000	\$0	\$0	\$8,760	\$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	\$15,000	\$15,000	\$15,000	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$533,625	\$533,625	\$401,730	\$10,000	\$86,000	\$35,895	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$533,625

	Signatures: (Must sign in blue ink)	Date
Principal	<input type="text" value="Juan Jauregui"/>	<hr/>
School Site Council Chairperson	<input type="text" value="Ameera Mahmood"/>	<hr/>
EL Advisory Chairperson	<input type="text" value="Rachel Baird"/>	<hr/>

