



Laguna Creek High School

Local Control Accountability Plan (LCAP) 2023-2024

Principal: Mark Benson

County-District-School (CDS) Code: 34673143430592

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

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

IV. Goals, Actions and Services

Laguna Creek High School | Focused Work: 2023-2024

Goal Setting (Icapid: 569)

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?

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

School Site Council:

- April 27, 2022
- May 25, 2022
- September 9, 2022
- January 17, 2023
- April 19, 2023
- May 17, 2023

Site Leadership

- May 4, 2023

School Site

- Sept. 13, 2022
- Oct. 25, 2022
- Jan. 27, 2023
- Feb. 24, 2023
- April 6, 2023
- April 25, 2023

ELAC Mtgs.

- January 18, 2022
- April 26, 2023

Surveys:

- EGUSD Parent Survey
- EGUSD LCAP Needs Analysis Survey
- EGUSD School Climate Survey

Monthly Breakfast with Benson**2. Impact of LCAP and Annual Update****How did these consultations affect the LCAP for the upcoming year?**

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

Revisions included:

Site Goal 1: Emphasis needed for teacher International Baccalaureate Middle Years Programme professional learning.

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

Site Goal 2: Purposeful scheduling of administrator support for collaborative teams and providing PLC training to staff.

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

Site Goal 3: There is a strong need for Social-Emotional Learning and Campus Climate emphasis. Staff and student mental well-being continues to be a concern.

- Continue with services emphasizing positive connections and mental health support.

Site Goal 4: Education partners affirmed our actions to foster a welcoming and responsive culture. Parent Surveys support our welcoming environment and prompt communication.

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

Resource Inequities

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

ATSI status for AA is recognized and actions have been adjusted. Additional support in Actions 1.3, 3.1, and 4.1 was identified.

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: 6672) (DTS: 02/10/23)

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

- Whole School from 42% to 50%
- African American from 25% to 30%

- Hispanic from 32%-37%

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

Actions/Services 1.1.1 (SiteGoalID: 6672) (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>Instructional Programs: LCHS will provide AVID, Honors, AP, and IB (MYP & DP) aligned educational experiences. The funding provides additional resources that IB aligned educational experiences. Funding provides AVID/AP/IB professional learning.</p> <p>Middle Years Programme (MYP). Instruction includes:</p> <ul style="list-style-type: none"> • Focus on Global Contexts <ul style="list-style-type: none"> ◦ Identities and Relationships ◦ Personal and Cultural Expression ◦ Orientations in Space and Time ◦ Scientific and Technical Innovation ◦ Fairness and Development ◦ Globalization and Sustainability • Conceptual Understanding <ul style="list-style-type: none"> ◦ Sixteen Key Interdisciplinary concepts with related concepts for each discipline. 	<ul style="list-style-type: none"> • Who will evaluate effectiveness? • School Administration & Program Coordinators <p>What data will be collected?</p> <ul style="list-style-type: none"> • AVID/AP/IB Professional Learning Participation. • AP Exam Results <ul style="list-style-type: none"> ◦ Summer Release of Results • AVID Enrollment Data <ul style="list-style-type: none"> ◦ Annual • IB DP Diploma Programme Participation Rate <ul style="list-style-type: none"> ◦ Enrollment Rates • IB DP Assessment Scores <ul style="list-style-type: none"> ◦ Annual Summer Release • IB MYP Personal Project Participation Rate <ul style="list-style-type: none"> ◦ Person Project Coordinator Survey • Classroom Observations <p>When will data collection occur?</p> <ul style="list-style-type: none"> • Ongoing & Annual <p>How will data be communicated?</p> <ul style="list-style-type: none"> • Site Leadership 	

- **Approaches to Teaching and Learning**

- Social
- Thinking
- Research
- Communication
- Self-Management

Diploma Programme (DP)

Instruction Includes:

- **Three Core Elements**
 - **Theory of Knowledge:**
Reflect on the nature of knowledge
 - **Extended Essay:**
4,000-word independent & self-directed research paper.
 - **Creativity, Activity, and Service Project**

- DP Courses emphasize conceptual understanding of the content, emphasizing global awareness and writing.

1. IB MYP Professional Learning, curriculum, and technology that supports IB-aligned educational experiences for grades 9 & 10 MYP Subject Groups.
2. IB Diploma Programme (DP) curriculum, professional learning, and technology that supports IB-aligned educational experiences for grades 11 & 12 DP Subject Groups.
3. AVID Professional Learning and curriculum to provide AVID-aligned educational experiences.
4. Academic Intervention Opportunities

- Newsletters
- Daily Bulletin

Site Goal 1.2 (SiteGoalID: 6675) (DTS: 02/10/23)

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

- Whole school increase from 52% to 57% of students proficient or advanced on CAASPP
- Increase the % of EL students redesignating from 6.5% to 8%.
- Increase in % of EL students that are progressing to English Proficiency (ELPI Progress) from 38% to 43%.

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

Actions/Services 1.2.1 (SiteGoalID: 6675) (DTS: 02/10/23)

Targeted Student Group(s)

- EL • R-FEP

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>ELA Staffing: Staffing to create additional sections in English, ELA literacy, EL Edge classes, or EL Support classes (0.20 FTE Supplemental Concentration) & (.40 FTE EL Supplemental). Sections will provide designated and support courses for English instruction. Staff will collaborate with EL Coordinator to support student redesignation and improve English proficiency.</p> <p>Staff will:</p> <ul style="list-style-type: none"> • Collaborate with EL Coordinator to support positive class attendance • Identify and communicate to the EL coordinator students that require additional support. • Facilitate and support ELPAC Testing and preparation. • Provide English and other academic intervention. 	<p>Who will evaluate effectiveness?</p> <ul style="list-style-type: none"> • EL Coordinator <p>What data will be collected?</p> <ul style="list-style-type: none"> • ELA Literacy and EL Edge enrollment totals. <ul style="list-style-type: none"> ◦ Course Enrollment Data • A-G Completion Rates • Attendance Data • ELA & EL Course Class Size • Discipline Data <ul style="list-style-type: none"> ◦ Quarterly Review • PLC Assessment Data • ELPAC Data • ELAC Meeting Participation <ul style="list-style-type: none"> ◦ Meeting Minutes <p>When will data collection occur?</p> <ul style="list-style-type: none"> • Quarterly • Semester <p>How will data be communicated?</p> <ul style="list-style-type: none"> • Site Leadership • Newsletters 	

	<ul style="list-style-type: none"> • Daily Bulletin 	
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Actions/Services 1.2.2 (SiteGoalID: 6675) (DTS: 02/10/23)

Targeted Student Group(s)

- EL

<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>Program Support & Assessment: 1. Timesheet hours to do ELPAC testing, ELAC Meetings, and EL Coordination for all EL Students.</p> <p>EL Coordinator Duties: EL coordinator duties may include: identification/placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings. ELPAC coordinator duties may include: ELPAC Coordinator includes roles and responsibilities for the assessment of students using initial and summative ELPAC</p>	<p>Who will evaluate effectiveness?</p> <ul style="list-style-type: none"> • EL Coordinator <p>What data will be collected?</p> <ul style="list-style-type: none"> • ELA Literacy and EL Edge enrollment totals. <ul style="list-style-type: none"> ◦ Course Enrollment Data • A-G Completion Rates • Attendance Data • ELPAC Data • ELAC Meeting Participation <ul style="list-style-type: none"> ◦ Meeting Minutes <p>When will data collection occur?</p> <ul style="list-style-type: none"> • Semester • Annual <p>How will data be communicated?</p> <ul style="list-style-type: none"> • Site Leadership • Newsletters • Daily Bulletin 	

Site Goal 1.3 (SiteGoalID: 6677) (DTS: 02/10/23)

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

- Increase the School-Wide Distance from Standard in ELA from 30 to 50 points.
 - Improve African American Distance from Met from -4 to 1.
 - Improve Hispanic Distance from Met from 26 to 31.
 - Improve EL student Distance from Met from -105 to -100.
- Improve the School-Wide Distance from Standard in Math from -75 to -60.
 - Improve African American Distance from Met from -145 to -120.
 - Improve Hispanic Distance from Met from -106 to -91.
 - Improve EL student Distance from Met from -206 to 191
- Increase the student Graduation Rate from 92.7% to 95%

Metric: CAASPP (ELA, Math, Science) - Distance from Standard

Actions/Services 1.3.1 (SiteGoalID: 6677) (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>Curriculum, Equipment, & Services: Purchase of supplementary curriculum, technology, and equipment. software, tools, and resources to increase engagement. Includes subscriptions to Turnitin.com.</p> <p>Supplemental instructional materials and curriculum will be included on the district's approved list and in accordance with Board Policy 6161.1.</p>	<p>1. Metrics may include:</p> <ul style="list-style-type: none"> • Teacher Feedback • A-G Completion • IB Extended Essay Scores <ul style="list-style-type: none"> ◦ Annual Summary Release • Graduation Rate from the California Dashboard 	

Actions/Services 1.3.2 (SiteGoalID: 6677) (DTS: 02/10/23)

Targeted Student Group(s)

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

<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>Instructional Services: School will provide Extended Day learning opportunities. The action includes resources for stipends, certificated and classified salaries, curriculum, and online resources.</p> <p>The action supports credit recovery, academic support, and enrichment for PTSG including specific EL Tutoring. Counseling and teachers will identify students that need intervention and extended day support.</p> <ol style="list-style-type: none"> 1. Staff identifies students needing intervention. 2. The Extended Day Coordinator (EDC) identifies teaching staff and interventions offered. 3. EDC coordinates with teachers to identify program schedule 4. EDC collaborates with teachers and counseling staff to evaluate student progress. 5. EDC collaboratives with counseling staff to evaluate Extended Day Program. 	<p>Who will evaluate effectiveness?</p> <ul style="list-style-type: none"> • Extended Day Coordinator <p>What data will be collected?</p> <ul style="list-style-type: none"> • Student Grades • Student Participation Rates • Edgenuity Data • PLC Data • EL Tutoring Participation Rates <p>When will data collection occur?</p> <ul style="list-style-type: none"> • Ongoing & Annual <p>How will data be communicated?</p> <ul style="list-style-type: none"> • Site Leadership • Newsletters • Daily Bulletin 	

Actions/Services 1.3.3 (SiteGoalID: 6677) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Program Support: 1. Purchase VAPA equipment, supplies, and materials for students to participate in curricular and extra-curricular experiences inside and outside the classroom. Funding to support VAPA field trips to Feeder Middle School.</p> <ul style="list-style-type: none"> • \$5,000 Photography- Cameras, photography equipment • \$2,000 Animation - Consumable art supplies • \$5,000 Art – Consumable art supplies • \$5,000 Ceramics – Clay and Glaze • \$3,000 IB Art – Sketch Books, Consumable art supplies • Grand Piano – Tune up • Band room upright piano replacement • Sheet Music – Choir and Band • Uniform cleaning – Band • Choir Uniforms • Theater wireless mics 	<p>Who will evaluate effectiveness?</p> <ul style="list-style-type: none"> • Administration & VAPA Leadership <p>What data will be collected?</p> <ul style="list-style-type: none"> • School Surveys <ul style="list-style-type: none"> ◦ Engagement and Connectedness • CA Dashboard Data • VAPA Student Participation & Enrollment Data <ul style="list-style-type: none"> ◦ Semester Course Enrollment Review ◦ Student Course Request Data <p>When will data collection occur?</p> <ul style="list-style-type: none"> • Ongoing & Annual <p>How will data be communicated?</p> <ul style="list-style-type: none"> • Site Leadership • Newsletters • Daily Bulletin 	

Site Goal 1.4 (SiteGoalID: 6678) (DTS: 02/10/23)

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

- Increase the percent of total students placed in the Prepared level from 50.8% to 52% as measured by the CA Dashboard.

- Increase the percent of total African American students placed in the Prepared level from 29.3% to 34% as measured by the CA Dashboard.
- Increase CTE sequencing completion for all students from 30% to 35%.
- Increase CTE sequencing completion for African American students from 8% to 13%.
- Increase CTE sequencing completion for EL students from 7% to 12%.

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

- Increase Overall from 58% to 63%.
- Increase AA from 34% to 39%.
- Increase Hispanic from 56% to 61%.
- Increase EL from 12% to 17%.

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

Actions/Services 1.4.1 (SiteGoalID: 6678) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • Foster Youth • Hispanic or Latino • Low Income

<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>Increase the number of students participating in both curricular and extra-curricular activities of our California Partnership Academies and CTE Pathways. Work focuses on elements #2 and #11 of HQ CTE instruction. Funding also provides resources to explore additional Pathway opportunities.</p> <p>Action includes resources for:</p> <ul style="list-style-type: none"> • Staffing Timesheets supporting recruitment. • Instructional Equipment, Materials & Supplies supporting engagement and completion. • Professional Development supports engagement and 	<p>Who will evaluate effectiveness?</p> <ul style="list-style-type: none"> • Administration • CPA & Pathway Coordinators <p>What data will be collected?</p> <ul style="list-style-type: none"> • CTE enrollment data <ul style="list-style-type: none"> ◦ Semester Review • CTE completion data <ul style="list-style-type: none"> ◦ Annual Review • CPA enrollment data <ul style="list-style-type: none"> ◦ Spring Review of Course Requests ◦ Semester Enrollment • Student engagement survey <ul style="list-style-type: none"> ◦ Annual • Pathway & CPA projects <ul style="list-style-type: none"> ◦ Ongoing • Pathway Completion Data <ul style="list-style-type: none"> ◦ Annual Review • Graduation Validator Data 	

<p>student connectedness.</p> <ul style="list-style-type: none"> • Conferences and related expenses • California Partnership Academies <ul style="list-style-type: none"> ◦ GETA ◦ MPTA ◦ SCA • Pathways <ul style="list-style-type: none"> ◦ Computer Science ◦ Design Institute Pathway <p>Action includes classified timesheets to support college and career advisement. Including but not limited to A-G completion, course selection, university application process, and scholarships.</p>	<ul style="list-style-type: none"> ◦ Annual Review <p>When will data collection occur?</p> <ul style="list-style-type: none"> • Ongoing & Annual <p>How will data be communicated?</p> <ul style="list-style-type: none"> • Site Leadership • Newsletters • Daily Bulletin 	
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Funding Sources for District Goal 1	Amount	Description of Use
AP Recruitment (7225/0000)	\$1000	Materials/Supplies/Equipment
AVID (7233/0000)	\$4000	Certificated- Salaries
AVID (7233/0000)	\$3300	Materials/Supplies/Equipment
CTE (7235/0000)	\$10000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	\$40000	Certificated- Salaries
EL Supplemental (7250/0000)	\$2793	Certificated- Timesheets
EL Supplemental (7250/0000)	\$1180	Classified- Salaries
EL Supplemental (7250/0000)	\$2000	Materials/Supplies/Equipment
PreAP Training (7218/0000)	\$5000	Contracts/Services/Subscriptions
Student Fees (2312/0000)	\$20000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$16000	Certificated- Salaries
Supplemental/Concentration (7201/0000)	\$6000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$20000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$10000	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: <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Other (Site-based/local assessment)
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Site Goal 2.1 (SiteGoalID: 6837) (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: 6837) (DTS: 03/31/23)

Targeted Student Group(s)
• Black or African American • EL • Hispanic or Latino • Low Income

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?
PLC Process Department Collaborative Teams will use formative, interim (Illuminate) & summative assessment data in the PLC Process to adjust instruction and identify students for intervention.	Who will evaluate effectiveness? <ul style="list-style-type: none"> • Administration • Department Chairs What data will be collected? <ul style="list-style-type: none"> • EGUSD Assessment Results and Participation • Formative & Summative Assessment Results When will data collection occur?	

	<ul style="list-style-type: none"> • Semester <p>How will data be communicated?</p> <ul style="list-style-type: none"> • Site Leadership • Newsletters • Daily Bulletin 	
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Site Goal 2.2 (SiteGoalID: 6679) (DTS: 02/10/23)

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

- Increase the School-Wide Distance from Standard in ELA from 30 to 50 points.
 - Improve African American Distance from Met from -4 to 1.
 - Improve Hispanic Distance from Met from 26 to 31.
 - Improve EL student Distance from Met from -105 to -100.
- Improve the School-Wide Distance from Standard in Math from -75 to -60.
 - Improve African American Distance from Met from -145 to -120.
 - Improve Hispanic Distance from Met from -106 to -91.
 - Improve EL student Distance from Met from -206 to -191
- Increase the student Graduation Rate from 92.7% to 95%

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1 (SiteGoalID: 6679) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • EL • Foster Youth • Hispanic or Latino • 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>Data Analysis: 1. Laguna Creek High School will use the Professional Learning Community collaborative principles to support student</p>	<p>Who will evaluate effectiveness?</p> <ul style="list-style-type: none"> • Instructional Leadership Coalition (ILC) 	

learning. Four PLC questions will guide Collaborative Team discussion and actions.

- Identify Learning Targets (What do we want students to know and be able to do?)
- Common Assessments & Success Criteria (How will we know if students understand?)
- Intervention (What do we do if they did not learn?)
- Extension (What do we do if they have mastered the learning)

The action includes financial support for consultation fees, conferences and related costs, supplies, equipment, teacher substitutes, timesheets, tools, data, and collaboration technology subscriptions, and resources to conduct site meetings.

What data will be collected?

- PLC Agendas focused on the four critical PLC questions
 - Quarterly Review
- PLC Inventory (Organizational Health)
 - Twice per Year
- Course Outline & Assessment Review
 - Annual Review

When will data collection occur?

- Ongoing based on collaborative team assessment plan
- Semester
- 2x per year PLC Inventory

How will data be communicated?

- Site Leadership
- Newsletters
- Daily Bulletin

Funding Sources for District Goal 2	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$2000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$800	Contracts/Services/Subscriptions

District Strategic Goal 3:

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

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning

• Suspension

Site Goal 3.1 (SiteGoalID: 6673) (DTS: 02/10/23)

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

- Reduce the school-wide suspension rate from 6.5% to 5%.
- Decrease the suspension rate of African American students from 13% to 8%,
- Decrease the suspension rate of Students with Disabilities from 9% to 5%.
- Increase the % of Overall Favorable Responses on the EGUSD SEL Survey from 72% to 77%.

Metric: Social Emotional Learning - Average Favorability Rating

Actions/Services 3.1.1 (SiteGoalID: 6673) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • 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>PBIS Counselor: Staffing for Counselor to support the PBIS Program (1.0 FTE), and to serve as the counselor for PBIS Tiers 1-3 teams. The PBIS Counselor will work with PBIS Coordinator to administer the site PBIS Program. The position will train and manage conflict managers and coordinate with site assigned Social Worker to deliver small group mental health and wellness support.</p> <p>PBIS Counselor will emphasize support for PTSG's to support coping and conflict mediation skills. The position will collaborate with PBIS and</p>	<p>Who will evaluate effectiveness?</p> <ul style="list-style-type: none"> • PBIS VP and PBIS Counselor. <p>What data will be collected?</p> <ul style="list-style-type: none"> • PBIS Meeting Agendas • Small Group Participation Logs • Referral Data • Individual Student Academic Performance • 5-Star Participation Data <p>When will data collection occur?</p> <ul style="list-style-type: none"> • Quarterly 	

<p>Advocacy Coordinator to develop SEL and PBIS advocacy lessons.</p> <ol style="list-style-type: none"> 1. Identify students in PTSGs using staff referral and PBIS data. 2. Coordinate with PBIS Administrator and Coordinator to implement PBIS Program. 3. Collaborate with PBIS Coordinator and mental health providers to calibrate student support. 4. Communicate with staff on student concerns and applied interventions. 5. Organize and facilitate small group wellness support. 6. Counselor representative for PBIS Tier 1-3 meetings and support. 7. Participate in the PBIS TFI evaluation process. 	<p>How will data be communicated?</p> <ul style="list-style-type: none"> • Site Leadership • Newsletters • Daily Bulletin 	
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Actions/Services 3.1.2 (SiteGoalID: 6673) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • Foster Youth • Hispanic or Latino • Low Income • 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. School-Wide PBIS and SEL programs. The action includes funding for materials, resources, technology contracts, and signage. Action includes certificate/classified timesheets to support supervision and advisement of BSU, PBIS, and other extracurricular activities.</p> <p>Professional Learning: 2. Action includes support for</p>	<p>Who will evaluate effectiveness?</p> <ul style="list-style-type: none"> • PBIS VP and PBIS Counselor. <p>What data will be collected?</p> <ul style="list-style-type: none"> • PBIS Meeting Agendas • Small Group Participation Logs • Referral Data 	

PBIS Professional Learning and Conferences such as the California Association of Directors of Activities (CADA), Counseling SEL, and Link Crew Training/Conferences to enhance campus activities and student connectedness.

Instructional Support Staffing

3. 50% of Staffing for SOA II to provide ***Indirect Instructional*** support for the PBIS Program (4 hrs/ day 10 months), specifically coordinating with administration, PBIS Counselor, CSC (Cardinal Support Center), and PBIS team to support campus equity, implementing PBIS, Restorative Practices, and alternative suspension.

1. Develop instructional resources and materials for PBIS Counselor and PBIS Coordinator.
2. Compile and communicate discipline data with administration and PBIS Team.
3. Communicate with staff on student concerns and applied interventions.
4. Compile and communicate student activity eligibility to staff, students, and families.
5. Coordinate with PBIS Coordinator and PBIS administrator to support PBIS Tier 1-3 meetings.
6. Clerical support for PBIS TFI and Campus Climate evaluations.

- Individual Student Academic Performance
- 5-Star Participation Data

When will data collection occur?

- Quarterly

How will data be communicated?

- Site Leadership
- Newsletters
- Daily Bulletin

Actions/Services 3.1.3 (SiteGoalID: 6673) (DTS: 04/02/23)

Targeted Student Group(s)

- Black or African American • Foster Youth • Hispanic or Latino • Low Income

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

How will you Progress Monitor the Implementation of

Evaluation Cycles in 2023-2024

- What is working?
- What is not working and why?

<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>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? 	<ul style="list-style-type: none"> • What modifications do you need to make?
<p>Teacher-In-Charge Staffing 1. Staffing for Teacher in Charge to provide <i>indirect instructional</i> support to the PBIS Program (0.10 FTE), to specifically collaborate with administration, PBIS Coordinator, and teacher in the CSC (Cardinal Support Center), and Tier 2 team in supporting campus equity, implementing PBIS, Restorative Practices, and alternatives to suspension.</p> <ol style="list-style-type: none"> 1. PBIS Administrator 2. Identify students in PTSGs using staff referral and PBIS data. 3. Communicate with staff on student concerns and applied interventions. 4. Collaborate with PBIS Coordinator and PBIS Counselor to support PTSG. 5. Coordinate student service learning and community service. 	<p>Who will evaluate effectiveness?</p> <ul style="list-style-type: none"> • Principal <p>What data will be collected?</p> <ul style="list-style-type: none"> • PBIS Meeting Agendas • Referral Data • Individual Student Academic Performance • 5-Star Participation Data <p>When will data collection occur?</p> <ul style="list-style-type: none"> • Quarterly <p>How will data be communicated?</p> <ul style="list-style-type: none"> • Site Leadership 	

Actions/Services 3.1.4 (SiteGoalID: 6673) (DTS: 04/02/23)

Targeted Student Group(s)

- Black or African American • Foster Youth • Hispanic or Latino • Low Income

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
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<p>Educational Experiences: 1. Funding to support field trips and competition costs for transportation, substitutes, facilities, and related expenses</p>	<p>Who will evaluate effectiveness?</p> <ul style="list-style-type: none"> • Program Coordinators <p>What data will be collected?</p> <ul style="list-style-type: none"> • Field Trip Participation <ul style="list-style-type: none"> ◦ Attendance Reports • Extra-Curricular Participation Rates <ul style="list-style-type: none"> ◦ Semester Roster Review • EGUSD SEL Survey <ul style="list-style-type: none"> ◦ Annual Review • 5-Star Participation Data <p>When will data collection occur?</p> <ul style="list-style-type: none"> • Annual <p>How will data be communicated?</p> <ul style="list-style-type: none"> • Site Leadership 	
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Funding Sources for District Goal 3	Amount	Description of Use
Academic Competitions (7206/0000)	\$500	Contracts/Services/Subscriptions
PBIS (7440/0000)	\$1000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$125000	Certificated- Salaries
Supplemental/Concentration (7201/0000)	\$20500	Classified- Salaries
Supplemental/Concentration (7201/0000)	\$974	Classified- Timesheets
Supplemental/Concentration (7201/0000)	\$6000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$2000	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>
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- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

Site Goal 4.1 (SiteGoalID: 6674) (DTS: 02/10/23)

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

- Maintain the "School Provides a Welcoming Environment" favorable response rate of at least 90% from all parents.
- Increase the Attendance percentage from 92% to 95%.
- Reduce the Chronic Absenteeism percent from 26% to 20%.

Metric: Attendance Rate

Actions/Services 4.1.1 (SiteGoalID: 6674) (DTS: 02/10/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. Laguna Creek High School will provide opportunities to present and inform parents about school initiatives. In addition, LCHS will provide learning opportunities for families to support student learning.</p> <p>Specific Outreach Actions:</p> <ul style="list-style-type: none"> • Breakfast with Benson (Monthly) • Weekly Newsletters • IB Programme Meetings 	<p>Who will evaluate effectiveness?</p> <ul style="list-style-type: none"> • Principal <p>What data will be collected?</p> <ul style="list-style-type: none"> • Event Participation • Post Event Surveys • EGUSD Parent Survey • LCHS Community Survey <p>When will data collection occur?</p> <ul style="list-style-type: none"> • Ongoing 	

<ul style="list-style-type: none"> • School Site Council • Open House • Parent Lunch Days • Community Events • VAPA Events • Athletic Events • CTE Opportunities <p>The action includes funding for staffing, supplies, equipment, curriculum, contracts, services, and resources for meetings.</p>	<p>How will data be communicated?</p> <ul style="list-style-type: none"> • Site Leadership • Newsletters • Daily Bulletin 	
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Actions/Services 4.1.2 (SiteGoalID: 6674) (DTS: 02/10/23)

Targeted Student Group(s)

- All • Black or African American • Low Income

<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. 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>	<p>Who will evaluate effectiveness?</p> <ul style="list-style-type: none"> • Principal <p>What data will be collected?</p> <ul style="list-style-type: none"> • Program evaluation • FAFSA Completion • A-G Rate <p>When will data collection occur?</p> <ul style="list-style-type: none"> • Annual <p>How will data be communicated?</p> <ul style="list-style-type: none"> • Site Leadership • Newsletters • Daily Bulletin 	

Actions/Services 4.1.3 (SiteGoalID: 6674) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American

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?
Contract and Services: <ol style="list-style-type: none">1. Sac Connect Youth Connect Wellness Groups to improve student attendance, engagement, and connectedness. Action includes targeted and school-wide student support.<ol style="list-style-type: none">1. Coordinate with Counseling staff to identify PTSGs for small group support.2. Collaborate with school social worker to facilitate small group mental wellness services.3. Communicate with school wellness staff on student interventions and progress.4. Provide annual program evaluation.	Who will evaluate effectiveness? <ul style="list-style-type: none">• PBIS Administrator What data will be collected? <ul style="list-style-type: none">• Student Attendance Rates<ul style="list-style-type: none">◦ Group Participation Data• Student Progress Reports• Youth Connect Evaluation<ul style="list-style-type: none">◦ Annual Review When will data collection occur? <ul style="list-style-type: none">• Semester How will data be communicated? <ul style="list-style-type: none">• Site Leadership• Newsletters• Daily Bulletin	

Actions/Services 4.1.4 (SiteGoalID: 6674) (DTS: 03/07/23)

Targeted Student Group(s)

- Black or African American • Foster Youth • Hispanic or Latino • Low Income

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?
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SOA II Staffing:

1. 50% of Staffing for SOA II provides support for Attendance and Family Outreach. (4 hrs/ day 10 months) The position includes support for campus equity and parent involvement. The position provides ***indirect instructional*** intervention and support services to address attendance, academic achievement, and school involvement.

Actions of this position ***indirectly*** support instruction by reducing student chronic absenteeism and enhancing parent-school connectedness. The position aims to target chronically absent **PTSGs and AA students** to facilitate parent contact and involvement to improve school attendance.

1. Develop instructional and parent involvement materials.
2. Coordinate with EL Coordinator and FACE to support chronically absent EL students.
3. Coordinate with Regional Attendance Staff to support PTSGs.
4. Communicate with families regarding punctuality, attendance, and school involvement.
5. Coordinate with administration & counseling to identify PTSG's with Chronic Absenteeism and punctuality issues.
6. Collaborate with PBIS Coordinator to support community and student recognition events.
7. Maintain attendance and punctuality data and reports.

Who will evaluate effectiveness?

- Principal

What data will be collected?

- Student Punctuality & Attendance Data
- Chronic Absenteeism Data
- SARB Data
- Student Academic Performance
- EGUSD Parent Survey
- Student Academic Performance Data

When will data collection occur?

- Semester

How will data be communicated?

- Site Leadership
- Newsletters
- Daily Bulletin

Site Goal 4.2 (SiteGoalID: 6983) (DTS: 05/01/23)

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

- Increase the Attendance percentage from 92% to 95%.
- Reduce the Chronic Absenteeism percent from 26% to 20%.

Metric: Attendance Rate

Actions/Services 4.2.1 (SiteGoalID: 6983) (DTS: 05/01/23)

Targeted Student Group(s)

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

<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>SOA II Staffing: 1. 50% of Staffing for SOA II provides support for Attendance and Family Outreach. (4 hrs/ day 10 months) The position includes support for campus equity and parent involvement. The position provides <i>indirect instructional</i> intervention and support services to address attendance, academic achievement, and school involvement. Actions of this position <i>indirectly</i> support instruction by reducing student chronic absenteeism and enhance parent-school connectedness. The position aims to target chronically absent PTSGs and AA students to facilitate parent contact and involvement to improve school attendance.</p> <p>1. Coordinate with Regional Attendance Staff to support PTSGs.</p>	<p>Who will evaluate effectiveness?</p> <ul style="list-style-type: none"> • Principal <p>What data will be collected?</p> <ul style="list-style-type: none"> • Student Punctuality & Attendance Data • Chronic Absenteeism Data • SARB Data • Student Academic Performance • EGUSD Parent Survey • Student Academic Performance Data <p>When will data collection occur?</p> <ul style="list-style-type: none"> • Semester <p>How will data be communicated?</p> <ul style="list-style-type: none"> • Site Leadership • Newsletters • Daily Bulletin 	

<ul style="list-style-type: none"> 2. Communicate with families regarding punctuality, attendance, and school involvement. 3. Coordinate with administration & counseling to identify PTSG's with Chronic Absenteeism and punctuality issues. 4. Collaborate with PBIS Coordinator to support community and student recognition events. 5. Maintain attendance and punctuality data and reports. 		
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Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$20500	Classified- Salaries
Supplemental/Concentration (7201/0000)	\$8000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$500	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)	Materials/Supplies/Equipment	\$1000				\$1000
AVID (7233/0000)	Certificated- Salaries	\$4000				\$4000
AVID (7233/0000)	Materials/Supplies/Equipment	\$3300				\$3300
CTE (7235/0000)	Materials/Supplies/Equipment	\$10000				\$10000
EL Supplemental (7250/0000)	Certificated- Salaries	\$40000				\$40000
EL Supplemental (7250/0000)	Certificated- Timesheets	\$2793				\$2793

EL Supplemental (7250/0000)	Classified- Salaries	\$1180				\$1180
EL Supplemental (7250/0000)	Materials/Supplies/Equipment	\$2000				\$2000
PBIS (7440/0000)	Certificated- Timesheets			\$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	\$16000		\$125000		\$141000
Supplemental/Concentration (7201/0000)	Certificated- Timesheets	\$6000	\$2000			\$8000
Supplemental/Concentration (7201/0000)	Classified- Salaries			\$20500	\$20500	\$41000
Supplemental/Concentration (7201/0000)	Classified- Timesheets			\$974		\$974
Supplemental/Concentration (7201/0000)	Contracts/Services/Subscriptions	\$20000	\$800	\$6000	\$8000	\$34800
Supplemental/Concentration (7201/0000)	Materials/Supplies/Equipment	\$10000		\$2000	\$500	\$12500
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.

n/a

V. Funding

Laguna Creek High School (473) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
2200 Regular Education (9-12) 0000 Unrestricted	0.0000	\$0	\$258,381	\$258,381	\$258,381	\$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	\$238,274	\$238,274	\$52,000	\$2,800	\$154,474	\$29,000	\$0
7206 Academic Competitions 0000 Unrestricted	0.0000	\$0	\$500	\$500	\$0	\$0	\$500	\$0	\$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training 0000 Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7220 Honors/Advanced Placement Coordination 0000 Unrestricted	0.0000	\$0	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0	\$0
7225 Honors/Advanced Placement Outreach (OCR) 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0
7233 AVID Support 0000 Unrestricted	0.0000	\$0	\$7,300	\$7,300	\$7,300	\$0	\$0	\$0	\$0
7235 Career and Technical Education (CTE) Site Supplies/Equipment 0000 Unrestricted	0.0000	\$0	\$10,000	\$10,000	\$10,000	\$0	\$0	\$0	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	0.0000	\$0	\$45,973	\$45,973	\$45,973	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0

7450 Visual & Performing Arts (VAPA) 0000 Unrestricted	0.0000	\$0	\$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	\$606,428	\$606,428	\$418,654	\$2,800	\$155,974	\$29,000	

Fund Subtotals

Subtotal of additional federal funds included for this school \$0

Subtotal of state or local funds included for this school \$606,428

	Signatures: (Must sign in blue ink)	Date
Principal <input type="text" value="Mark Benson"/>	_____	_____
School Site Council Chairperson <input type="text" value="Mark Benson"/>	_____	_____
EL Advisory Chairperson <input type="text" value="Samih Shehadeh"/>	_____	_____

