



Laguna Creek High School

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _
(Signature): _

Elk Grove Unified School District
Elk Grove, California

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

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

Local Control Accountability Plan (LCAP) Table of Contents

Laguna Creek High School | 2017 - 2018

Cover Page

I. Introduction

- a. EGUSD Description
 - Mission Statement and Core Values
 - District Bold Goals (K-12)
 - District Annual Student Performance Targets
- b. School Description
- c. School Demographics

II. Timeline

III. Analysis of Data and Action Plan

IV. Funding

V. Staffing Matrix

VI. Governance

VII. Addendum

- a. Title II Plan
- b. GATE Plan
- c. Decision Making Models

varSelectionCriteriaFields.schyear: 20172018

I. Introduction

Laguna Creek High School | 2017-2018

Elk Grove Unified School District - Description

The Elk Grove Unified School District has served the Cosumnes River- south Sacramento area since 1959 as a unified district. The 320 square miles of the district includes the city of Elk Grove as well as the southern part of the city of Sacramento and large portions of Sacramento County. As of **October 2016** our K-12 enrollment was over **62,000 students**, a figure that includes 10,483 students who are English Learners. Students come to Elk Grove from all over the world, and they speak more than 81 different languages.

Mission Statement:

The Elk Grove Unified School District will provide a learning community that challenges ALL students to realize their greatest potential

Core Values:

Outcomes for students: *Achievement of core academic skills; Confident, effective thinkers and problem solvers; Ethical participants in society*

Commitments about how we operate as an organization: *Supporting continuous improvement of instruction; Building strong relationships*

High expectations for learning for ALL students and staff: *Instructional excellence; Safe, peaceful, and healthy environment; Enriched learning environment; Collaboration with diverse communities and families*

School Description

See School Accountability Report Card at www.egusd.net

School Demographics	
	School
Enrollment (SOURCE: October 2016, CDE)	1,835
English Language Learners (SOURCE: October 2016, CDE)	111
Languages other than English (SOURCE: October 2016, CDE)	35
Students of Poverty (SOURCE: October 2016, CDE)	859

Ethnicity								
	African American	American Indian	Asian	Hispanic	Two or More Races	Pacific Islander	White	Unknown
School (SOURCE: October 2016, CDE)	328 (17.87%)	10 (0.54%)	315 (17.17%)	438 (23.87%)	141 (7.68%)	25 (1.36%)	455 (24.80%)	0 (0.00%)

II. Timeline

Laguna Creek High School | 2017-2018

	Action	Note	Due Date	Completed
July				
		There are no events to display for this month		
August				
		There are no events to display for this month		
September				
		There are no events to display for this month		
October				
		There are no events to display for this month		
November				
		There are no events to display for this month		
December				
		There are no events to display for this month		
January				
		There are no events to display for this month		
February				
		There are no events to display for this month		
March				
		There are no events to display for this month		
April				
		There are no events to display for this month		
May				
		There are no events to display for this month		
June				
		There are no events to display for this month		

III. ANALYSIS OF STUDENT DATA & ACTION PLAN

Focused Work: 2017-2018

Laguna Creek High School

Plan Approval

Position	Initial Plan		Final Plan		
	Signature	Date	Signature	Date	
Budget Department	Shannon Hayes	2/12/2018			Required Position
Career and Technical Education	Kathy Hamilton	10/2/2017			Required Position
Curriculum and Professional Learning	Anna Trunnell/Jerrilyn Ewing	11/8/2017			Required Position
Elementary Education	N/A				Required Position
English Learner Services	Nicole Kent	10/5/2017			Required Position
Family and Community Engagement	Lisa Levasseur	9/28/2017			Required Position
Foster Youth	Maya Webb	10/2/2017			Required Position
LSS	Erin Sipes	10/18/2017			Required Position
Positive Behavioral Intervention and Supports	Don Ross	10/2/2017			Required Position
Secondary Education	Charlotte Phinizy	11/7/2017			Required Position

Data Analysis

Using the information provided to you in your **Site LCAP Metrics** and **School Accountability Report Card (SARC)**, along with any other student data you use or have collected (i.e., California School Dashboard, suspension days, CAASPP interim assessments, etc.), collaborate with your staff and school site council to determine your **Goals and Annual Actions**. These actions do not have to be plentiful, but they need to be meaningful and measurable.

Please fill out the form below as documentation of your data analysis meeting with your staff and school site council.

Data Analysis Meeting:

Staff:

Traditional/Modified:

Date: 3/9/2017 (mm/dd/yyyy)

Year Round:

Tracks: B, C, D

Date: (mm/dd/yyyy)

Tracks: A

Date: (mm/dd/yyyy)

School Site Council:

Date: 10/19/2016 (mm/dd/yyyy)

Doug Craig

Principal's Signature

Principal's Name

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

A. Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <ul style="list-style-type: none"> • School Site Council - met throughout the year and analyzed data and developed the new plan during the following meetings: 9/22/16, 10/19/16, 12/14/16, 1/19/17, 2/15/17, 4/19/17, and 9/20/17 • School Staff Meeting - analyzed actions and prioritized them: 3/9/17 • ELAC Meeting - 1/8/17, shared information and received feedback about LCAP • Leadership Meeting - reviewed approved detailed line items for new format: 8/8/17 • Student LCAP Input Group - reviewed actions and made suggestions to plan: 3/27/17 • Parent LCAP Meeting - reviewed actions and made suggestions to plan: 12/7/16
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>These meetings helped validate the need to continue working on the PBIS program and adding ways to support MYP , Math, and ELA training to increase student proficiency.</p>

B. Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • Access to Courses (Honors, AP/IB, CTE) • A-G Completion • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Instructional Materials • Progress toward English Proficiency • Redesignation • Teacher Assignment
<p>Jump To: District Goal 1 District Goal 2 District Goal 3 District Goal 4 Justification</p>	
<p>Site Goal 1.1</p> <p>Site Goal 1.1: Increase the % of students taking at least one honors/IB/AP class</p>	

Metric: Access to Courses (Honors, AP/IB, CTE)			
Actions/Services 1.1.1			
Principally Targeted Student Group			
• All • Black or African American • Hispanic or Latino			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
IB Diploma Programme Training - both conferences and online	<ul style="list-style-type: none"> Key findings from global research on the impact of IB programmes http://www.ibo.org/globalassets/publications/ib-research/globalkeyfindingsheeten.pdf 	<ul style="list-style-type: none"> % of students enrolled and passing honors/IB/AP classes 	<ul style="list-style-type: none"> LCAP - \$5,000

Actions/Services 1.1.2			
Principally Targeted Student Group			
• All • Black or African American • Hispanic or Latino			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
IB MYP Programme Training - both conferences and online	<ul style="list-style-type: none"> Key findings from global research on the impact of IB programmes http://www.ibo.org/globalassets/publications/ib-research/globalkeyfindingsheeten.pdf 	<ul style="list-style-type: none"> % of students enrolled and passing honors/IB/AP classes 	<ul style="list-style-type: none"> LCAP - \$5,000

Actions/Services 1.1.3			
Principally Targeted Student Group			
• All • Black or African American • Hispanic or Latino			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Provide entry fees and materials for Science Olympiad	<ul style="list-style-type: none"> Science Olympiad: The Role of Competition in Collaborative Science Inquiry https://www.soinc.org/sites/default/files/uploaded_files/NSFcompres.pdf 	<ul style="list-style-type: none"> % of students enrolled and passing honors/IB/AP classes 	<ul style="list-style-type: none"> LCAP - \$1,000

Actions/Services 1.1.4			
Principally Targeted Student Group			
• All • Low Income			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Provide entry fees and materials for Academic Decathlon	<ul style="list-style-type: none"> OCDE>Academic Decathlon>Benefits of Program Benefits of Program http://www.ocde.us/Decathlon/Pages/Benefits.aspx 	<ul style="list-style-type: none"> % of students enrolled and passing honors/IB/AP classes 	<ul style="list-style-type: none"> LCAP - \$1,000

Actions/Services 1.1.5			
Principally Targeted Student Group			

• All • Black or African American • Hispanic or Latino			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Provide entry fees and materials for Mock Trial	<ul style="list-style-type: none"> Mock Trial Matters The official newsletter of the National High School Mock Trial Championship, Inc. www.nationalmocktrial.org Fall 2003: Vol.4, Issue 1 - http://www.nationalmocktrial.org/files/7913/9722/6593/2003NovemberMockTrialMatters.pdf 	<ul style="list-style-type: none"> % of students enrolled and passing honors/IB/AP classes 	<ul style="list-style-type: none"> LCAP - \$600

Actions/Services 1.1.6

Principally Targeted Student Group			
• All			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Provide entry fees and materials for new Quiz Bowl Team.	<ul style="list-style-type: none"> http://www.collegequizbowl.org/the-importance-of-competition-and-its-role-in-education/ - The Importance of Competition and Its Role in Education JULY 2, 2012 BY ROSELY 	<ul style="list-style-type: none"> % of students enrolled and passing honors/IB/AP classes 	<ul style="list-style-type: none"> LCAP - \$400

Site Goal 1.2

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

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group			
• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Co-Teaching Seminar for EL / SDAIE English 9/10 class teachers	<ul style="list-style-type: none"> The Far Reaching Benefits of Co-Teaching for ELLs - https://www.teachingchannel.org/blog/2017/01/20/benefits-of-co-teaching-for-ells/ 	<ul style="list-style-type: none"> Increase in % of EL students that are proficient in ELA 	<ul style="list-style-type: none"> LCAP - \$600

Actions/Services 1.2.2

Principally Targeted Student Group			
• All • Black or African American • EL • Low Income • SWD			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Substitutes for 2 ELA release days for 10 teachers (20 x \$200)	<ul style="list-style-type: none"> *JSD Article, October 2015 "High-quality collaboration benefits teachers and students" by JOELLEN KILLION *District focus on PLC training and implementation 	<ul style="list-style-type: none"> Increase in % of students that are proficient in ELA 	<ul style="list-style-type: none"> LCAP - \$4,000

Actions/Services 1.2.3

Principally Targeted Student Group			
• EL			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Supplies/instructional materials for implementing EL strategies and SDAIE classes	<ul style="list-style-type: none"> Strategies and Resources for Supporting English-Language Learners ORIGINALLY PUBLISHED: SEPTEMBER 3, 2014 UPDATED: AUGUST 31, 2015 https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley 	<ul style="list-style-type: none"> Increase in % of EL students that are proficient in ELA 	<ul style="list-style-type: none"> LCAP - \$2,000 EL Supplemental - \$3,000

Actions/Services 1.2.4

Principally Targeted Student Group			
• EL			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Staffing to reduce class size in ELA literacy and EL Edge classes (0.5 FTE)	<ul style="list-style-type: none"> Class size: How does it affect learning? https://www.edutopia.org/discussion/class-size-how-does-it-affect-learning 	<ul style="list-style-type: none"> Increase in % of EL students that are proficient in ELA 	<ul style="list-style-type: none"> LCAP - \$35,000

Actions/Services 1.2.5

Principally Targeted Student Group			
• EL			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Staffing for EL Coordinator to assist both students and staff	<ul style="list-style-type: none"> Having a dedicated staff person to assist both students and staff to help EL students learn English reduces the number of students that get overlooked in a high school setting. High School Teachers had little or no training at the teaching of reading and speaking of English. Having an EL Coordinator to provide extra PD and materials support is essential 	<ul style="list-style-type: none"> Increase in % of EL students that are proficient in ELA 	<ul style="list-style-type: none"> EL Supplemental - \$14,430

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
- Student Information System

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

Site Goal 2.1

Increase the % of students that are academically proficient

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

- All • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
After School Library Access (2 hr/day for 180 days - Library Technician) Updated - coverage has been with OT for current staff	<ul style="list-style-type: none"> • School and Public Libraries: Enriching Student Learning and Empowering Student Voices Through Expanded Learning Opportunities • http://www.expandinglearning.org/expandingminds/article/school-and-public-libraries-enriching-student-learning-and-empowering-student 	<ul style="list-style-type: none"> • Library Use • CAASPP Scores • ELPAC Scores/Progress 	<ul style="list-style-type: none"> • LCAP - \$10,000

Actions/Services 2.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Time sheet work for Math teachers to work on improving lessons to increase student math proficiency (7 tchs x 6 hrs x 3 days x \$50)	<ul style="list-style-type: none"> • JSD Article, October 2015 "High-quality collaboration benefits teachers and students" by JOELLEN KILLION • District focus on PLC training and implementation 	<ul style="list-style-type: none"> • Grade data • CAASPP data 	<ul style="list-style-type: none"> • LCAP - \$6,300

Actions/Services 2.1.3

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Substitutes for release days and timesheet work for Science teachers to work on creating and implementing new NGSS lessons (20 x \$200)	<ul style="list-style-type: none"> • JSD Article, October 2015 "High-quality collaboration benefits teachers and students" by JOELLEN KILLION • District focus on PLC training and implementation 	<ul style="list-style-type: none"> • Grade data • CAASPP data 	<ul style="list-style-type: none"> • LCAP - \$4,000

Actions/Services 2.1.4

Principally Targeted Student Group

- All • EL • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of	What funding source will you use?

		the Actions/Services?	
Purchase 2 Chromecarts of 36 computers to support teaching of research skills, using technology to efficiently provide feedback, and to prepare students for using technology in the work place after high school	<ul style="list-style-type: none"> 10 Reasons Today's Students NEED Technology in the Classroom https://www.securedgenetworks.com/blog/10-reasons-today-s-students-need-technology-in-the-classroom 	<ul style="list-style-type: none"> CAASPP scores 	<ul style="list-style-type: none"> LCAP - \$22,000

Actions/Services 2.1.5

Principally Targeted Student Group			
<ul style="list-style-type: none"> All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD 			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Provide extended day tutoring and credit recovery opportunities (425 hrs at \$50 for teachers) - this will also include paid peer tutors at a lower rate	<ul style="list-style-type: none"> Closing the Gap through Extended Learning Opportunities http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf 	<ul style="list-style-type: none"> CAASPP scores 	<ul style="list-style-type: none"> LCAP - \$21,290

Actions/Services 2.1.6

Principally Targeted Student Group			
<ul style="list-style-type: none"> Low Income 			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
300 Calculators to supplement Math curriculum	<ul style="list-style-type: none"> LCHS regularly checks out hundreds of calculators each year so there is a need for students to have access to the use of school calculators 	<ul style="list-style-type: none"> Check out rates CAASPP scores 	<ul style="list-style-type: none"> LCAP - \$3,600

Actions/Services 2.1.7

Principally Targeted Student Group			
<ul style="list-style-type: none"> All 			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
TurnItIn.com subscription	<ul style="list-style-type: none"> The Effectiveness of Turnitin in Higher Education - Research Study: Plagiarism Prevention and Online Grading in U.S. Higher Education This platform allows for teachers to make sure student work is original which results in an increase in actual student learning. It also provides teachers with an electronic way to provide timely feedback to students 	<ul style="list-style-type: none"> Use of website Increased writing scores on CAASPP 	<ul style="list-style-type: none"> LCAP - \$5,600

Actions/Services 2.1.8

Principally Targeted Student Group			
• All • EL			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Materials and supplies to supplement NGSS curriculum	<ul style="list-style-type: none"> NSTA Position Statement The Next Generation Science Standards http://www.nsta.org/about/positions/ngss.aspx 	<ul style="list-style-type: none"> CAASPP Science scores 	<ul style="list-style-type: none"> LCAP - \$3,023

Actions/Services 2.1.9

Principally Targeted Student Group			
• Black or African American • EL • Foster Youth • SWD			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Substitutes for release days for teachers to attend AVID training (10 x \$200)	<ul style="list-style-type: none"> AVID strategies are best practice for all teachers to know 	<ul style="list-style-type: none"> Classroom observations for best practices CAASPP scores 	<ul style="list-style-type: none"> LCAP - \$2,000

Actions/Services 2.1.10

Principally Targeted Student Group			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Substitutes for release days and timesheet work for MYP curriculum development (All Departments 50 x \$200)	<ul style="list-style-type: none"> Key findings from global research on the impact of IB programmes http://www.ibo.org/globalassets/publications/ib-research/globalkeyfindingsheeten.pdf 	<ul style="list-style-type: none"> % of students enrolled and passing honors/IB/AP classes 	<ul style="list-style-type: none"> LCAP - \$10,000

Actions/Services 2.1.11

Principally Targeted Student Group			
• EL			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Timesheet hours to do CELDT/ELPAC testing for all EL Students	<ul style="list-style-type: none"> Required by law to do yearly testing 	<ul style="list-style-type: none"> ELPAC Data 	<ul style="list-style-type: none"> Supplemental EL

Actions/Services 2.1.12

Principally Targeted Student Group			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?

Kuta Software renewal to support Math remediation and mastery quiz development	<ul style="list-style-type: none"> The Quest for Quality Stephen Chappuis, Jan Chappuis and Rick Stiggins http://www.ascd.org/publications/educational-leadership/nov09/vol67/num03/The-Quest-for-Quality.aspx 	<p>the Actions/Services?</p> <ul style="list-style-type: none"> CAASPP Math Data 	<ul style="list-style-type: none"> LCAP Supp Conc (\$385)
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Site Goal 2.2

Increase the % of students being college and career eligible

Metric: Data and Program Evaluation

Actions/Services 2.2.1

Principally Targeted Student Group			
<ul style="list-style-type: none"> All • Low Income 			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Junior Class College Fieldtrip to UOP College Fair (for approximately 300 students)	<ul style="list-style-type: none"> Benefits of Promoting College Awareness for Low Income Middle and High School Students http://digitalcommons.csumb.edu/cgi/viewcontent.cgi?article=1002&context=caps_thes_all 	<ul style="list-style-type: none"> Participation increase in % of students applying to college increase in % of students meeting A-G requirements 	<ul style="list-style-type: none"> LCAP - \$2,000

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:

- Attendance
- Chronic Absenteeism
- Cohort Graduation
- Expulsion
- Facilities
- HS Dropout
- MS Dropout
- School Climate
- Suspension

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

Site Goal 3.1

Increase the % of students that are connected to school.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group			
<ul style="list-style-type: none"> Black or African American • Foster Youth • Hispanic or Latino • Low Income • School-wide • SWD 			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Staffing for Program Asst to support the PBIS Program (8 hrs/ day 10	<ul style="list-style-type: none"> Academic Achievement and the Implementation of School-wide Behavior Support https://www.pbis.org/common/cms/files/Newsletter/Volume3%20Issue1.pdf 	<ul style="list-style-type: none"> % of students involved in clubs, athletics, programs, and academies 	<ul style="list-style-type: none"> LCAP - \$50,000

months)		<ul style="list-style-type: none"> • % of parents attending Bring parent to lunch days • Suspension data • OCS and referral data
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Actions/Services 3.1.2

Principally Targeted Student Group			
• Black or African American • Foster Youth • Hispanic or Latino • Low Income • School-wide • SWD			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Staffing for Counselor to support the PBIS Program (1.0 FTE)	<ul style="list-style-type: none"> • Academic Achievement and the Implementation of School-wide Behavior Support • https://www.pbis.org/common/cms/files/Newsletter/Volume3%20Issue1.pdf 	<ul style="list-style-type: none"> • % of students involved in clubs, athletics, programs, and academies • % of parents attending Bring parent to lunch days • Suspension data • OCS and referral data 	<ul style="list-style-type: none"> • LCAP - \$75,578

Actions/Services 3.1.3

Principally Targeted Student Group			
• All • Black or African American • Foster Youth • Hispanic or Latino • Low Income			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Signage for PBIS Cardinal RED expectations and school supplies for students that need them.	<ul style="list-style-type: none"> • Academic Achievement and the Implementation of School-wide Behavior Support • https://www.pbis.org/common/cms/files/Newsletter/Volume3%20Issue1.pdf 	<ul style="list-style-type: none"> • % of students involved in clubs, athletics, programs, and academies • % of parents attending Bring parent to lunch days • Suspension data • OCS and referral data 	<ul style="list-style-type: none"> • District PBIS funding - \$1,000

Site Goal 3.2

Staffing for Teacher in Charge to coordinate the PBIS Program (Cardinal RED)

Metric: Suspension

Actions/Services 3.2.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Staffing for Teacher in Charge to coordinate the PBIS Program (Cardinal RED)	<ul style="list-style-type: none"> Academic Achievement and the Implementation of School-wide Behavior Support https://www.pbis.org/common/cms/files/Newsletter/Volume3%20Issue1.pdf 	<ul style="list-style-type: none"> % of students involved in clubs, athletics, programs, and academies % of parents attending Bring parent to lunch days Suspension data OCS and referral data 	<ul style="list-style-type: none"> LCAO - \$77,825

Actions/Services 3.2.2

Principally Targeted Student Group			
• Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Training/Release days (substitutes) for Restorative Practices training and planning (20 x \$200)	<ul style="list-style-type: none"> eForum Archive Restorative Practices in Schools: Research Reveals Power of Restorative Approach, Part I https://www.iirp.edu/eforum-archive/4363-restorative-practices-in-schools-research-reveals-power-of-restorative-approach-part-i 	<ul style="list-style-type: none"> Suspension data OCS and referral data 	<ul style="list-style-type: none"> LCAP - \$4,000

<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"> Family and Community Engagement
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#)

<p>Site Goal 4.1</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p> <p>Metric: Family and Community Engagement</p>

Actions/Services 4.1.1

Principally Targeted Student Group			
• All			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Materials to support Bring Your Parent to Lunch Days	<ul style="list-style-type: none"> Supporting Parent, Family, and Community Involvement in Your School http://www.pacer.org/mpc/pdf/titleipip/SupportingInvolvement_article.pdf 	<ul style="list-style-type: none"> % of parents visiting the campus 	<ul style="list-style-type: none"> LCAP - \$200

Actions/Services 4.1.2

Principally Targeted Student Group			
<ul style="list-style-type: none"> All Low Income 			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Provide two 6-week sessions of the Active Parenting of Teens workshops	<ul style="list-style-type: none"> Supporting Parent, Family, and Community Involvement in Your School http://www.pacer.org/mpc/pdf/titlepip/SupportingInvolvement_article.pdf 	<ul style="list-style-type: none"> % of parents participating in workshops and in campus activities 	<ul style="list-style-type: none"> LCAP - \$4,000 FACE District Grant - \$2,500

Actions/Services 4.1.3

Principally Targeted Student Group			
<ul style="list-style-type: none"> All 			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Create and administer an annual parent connectedness survey for specific program feedback (materials, mailing and/or survey website subscription)	<ul style="list-style-type: none"> Supporting Parent, Family, and Community Involvement in Your School http://www.pacer.org/mpc/pdf/titlepip/SupportingInvolvement_article.pdf 	<ul style="list-style-type: none"> % of parents providing feedback % of parents connecting in some way to LCHS 	<ul style="list-style-type: none"> LCAP - \$1,000

Actions/Services 4.1.4

Principally Targeted Student Group			
<ul style="list-style-type: none"> All Black or African American Low Income 			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Pathways to Success Meetings - monthly meetings and materials to run the program (Sally Smith and CAAP program)	<ul style="list-style-type: none"> Supporting Parent, Family, and Community Involvement in Your School http://www.pacer.org/mpc/pdf/titlepip/SupportingInvolvement_article.pdf 	<ul style="list-style-type: none"> Student and parent attendance at meetings Scholarships awarded 4-year college attendance rate 	<ul style="list-style-type: none"> LCAP - \$3,500

Actions/Services 4.1.5

Principally Targeted Student Group			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Materials and food to support monthly	<ul style="list-style-type: none"> Supporting Parent, Family, and Community Involvement in Your School http://www.pacer.org/mpc/pdf/titlepip/SupportingInvolvement_article.pdf 	<ul style="list-style-type: none"> Percent of parents participating in discussions 	<ul style="list-style-type: none"> LCAP - \$300

Cardinal Cafe Chats with parents		<ul style="list-style-type: none"> • Communication Survey 	
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Site Goal 4.2

100% of parents will use ParentVUE (Synergy SIS)

Metric: Family and Community Engagement

Actions/Services 4.2.1

Principally Targeted Student Group			
<ul style="list-style-type: none"> • All • EL • Low Income 			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Hold two extra evening opportunities for parents to receive training on how to use ParentVUE (Staffing - 2 classified and 2 certificated - for cost of \$160/hr x 4 hours)	<ul style="list-style-type: none"> • Supporting Parent, Family, and Community Involvement in Your School • http://www.pacer.org/mpc/pdf/titleipip/SupportingInvolvement_article.pdf 	<ul style="list-style-type: none"> • % of parents with ParentVUE accounts 	<ul style="list-style-type: none"> • LCAP - \$640

Actions/Services 4.2.2

Principally Targeted Student Group			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	What funding source will you use?
Timesheet Clerical Staff to contact parents that have not signed up for ParentVUE (2 staff x 20 hrs x \$30)	<ul style="list-style-type: none"> • Making personal calls and connecting with a real person helps increase participation 	<ul style="list-style-type: none"> • % of parents using ParentVUE 	<ul style="list-style-type: none"> • LCAP - \$1,200

C. 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.

Gifted and Talented Education Site Plan

In April 2014, the Elk Grove Unified School District entered into a Resolution Agreement with the Office of Civil Rights (OCR) regarding the disproportionality of representation of African American students in the GATE program. As part of this agreement, schools are required to write a site plan that promotes equitable GATE referral and identification of African American students and identifies strategies that each site will implement to address this disproportionality. Consistent with the district's focus on equity, your Site Plan should include a focus on any subgroups that are underrepresented in GATE and other enrichment activities.

1) Identification

How do you ensure that all students and families have equal access to identification? How will you address the equitable identification of African American and other underrepresented groups to contribute to decreasing their disproportionate enrollment in GATE?

2) Professional Development

What professional development will your teachers receive to become more culturally competent in their referrals for GATE Identification and providing culturally relevant instruction?

3) Parent and Community Involvement

How will you engage parents and the community in planning and supporting your GATE program? What strategies will you use to ensure culturally responsive outreach for the families of underrepresented groups?

4) Curriculum and Instruction

How will curriculum and instruction be differentiated to meet the diverse needs of GATE students? How will socio-emotional support be provided?

5) Program Design

What specific services will you provide for GATE students? What support services will be available for those who require assistance to handle more challenging coursework?

6) Program Assessment

How will student progress be monitored and how will you know your program is successful?

7) Budget

How will you spend your GATE funds to address the priority of decreasing disproportionality and supporting equitable identification and services for students?

8) Middle School Transition

Describe the plan that you will use within your feeder pattern to ensure a systematic process for middle school transition. Identify the process for 6th grade teachers to advocate for students with high potential to be enrolled in Honors classes.

Local Control Accountability Plan (LCAP)
Year 2017 - 2018

IV. Funding

Laguna Creek High School - 473

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
2200 Regular Education (9-12) 0000 Unrestricted	0	\$0	\$132,002	\$132,002	\$132,002	\$0	\$0	\$0	\$0
2200 Regular Education (9-12) 0000 Unrestricted	0	\$1,717	\$0	\$1,717	\$1,717	\$0	\$0	\$0	\$0
2201 Regular Education (9-12) - Allocated FTE 0000 Unrestricted	88.055	\$0	\$8,911,707	\$8,911,707	\$8,911,707	\$0	\$0	\$0	\$0
2222 Results Staffing EGEA (9- 12) 0000 Unrestricted	2	\$0	\$223,463	\$223,463	\$223,463	\$0	\$0	\$0	\$0
2230 Non- Instructional FTE (9-12) 0000 Unrestricted	1.5	\$0	\$173,234	\$173,234	\$173,234	\$0	\$0	\$0	\$0
2240 Visual & Performing Arts (VAPA) 0000 Unrestricted	0	\$1,229	\$0	\$1,229	\$1,229	\$0	\$0	\$0	\$0
2270 Extended Day (9-12) 0000 Unrestricted	0	\$0	\$17,024	\$17,024	\$17,024	\$0	\$0	\$0	\$0
2280 Summer School/Extended Learning (9-12) 0000 Unrestricted	0	\$56,937	\$0	\$56,937	\$56,937	\$0	\$0	\$0	\$0
2301 A/B Block Schedule 0000 Unrestricted	3	\$0	\$239,875	\$239,875	\$239,875	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$0	\$15,000	\$15,000	\$15,000	\$0	\$0	\$0	\$0
2340 Secondary Counselors 0000 Unrestricted	4	\$0	\$542,055	\$542,055	\$542,055	\$0	\$0	\$0	\$0
4255 Regional Occupational Program 0000 Unrestricted	0.5	\$0	\$62,935	\$62,935	\$62,935	\$0	\$0	\$0	\$0
4275 AVID Support 0000 Unrestricted	0.4	\$0	\$32,858	\$32,858	\$32,858	\$0	\$0	\$0	\$0
4380 Health Services 0000 Unrestricted	1	\$0	\$38,892	\$38,892	\$0	\$0	\$38,892	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$120,865	\$120,865	\$120,865	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	8	\$0	\$545,724	\$545,724	\$0	\$0	\$545,724	\$0	\$0
7201 LCFF Supple/Conc 7 - 12 0000 Unrestricted	0	\$0	\$363,041	\$363,041	\$54,600	\$90,198	\$207,403	\$10,840	\$0
7206 Academic Competitions 0000 Unrestricted	0	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0
7218 Pre-Advanced Placement, Honors and Advanced	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0

Placement Training 0000 Unrestricted									
7220 Honors/Advanced Placement Coordination 0000 Unrestricted	0	\$0	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0	\$0
7225 Honors/Advanced Placement Outreach (OCR) 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0
7233 AVID Support 0000 Unrestricted	0.0001	\$0	\$8,127	\$8,127	\$8,127	\$0	\$0	\$0	\$0
7233 AVID Support 0000 Unrestricted	0	\$282	\$0	\$282	\$282	\$0	\$0	\$0	\$0
7250 EL Supplemental Program Services 7-12 0000 Unrestricted	0	\$2,406	\$0	\$2,406	\$2,406	\$0	\$0	\$0	\$0
7250 EL Supplemental Program Services 7-12 0000 Unrestricted	0.2	\$0	\$19,980	\$19,980	\$19,980	\$0	\$0	\$0	\$0
7265 Secondary Support Staffing 0000 Unrestricted	1	\$0	\$107,765	\$107,765	\$107,765	\$0	\$0	\$0	\$0
7270 PBIS Coordination 0000 Unrestricted	0.333	\$0	\$36,524	\$36,524	\$0	\$0	\$36,524	\$0	\$0
7415 Family and Community Engagement 0000 Unrestricted	0	\$286	\$0	\$286	\$286	\$0	\$0	\$0	\$0
7415 Family and Community Engagement 0000 Unrestricted	0	\$0	\$2,500	\$2,500	\$0	\$0	\$0	\$2,500	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4250 Director of Career and Technical Education and College Readiness 3550 Vocational Programs: Voc and Applied Tech Secondary II C, Sec 131 (Carl Perkins Act)	0	\$0	\$67,456	\$67,456	\$67,456	\$0	\$0	\$0	\$0
2201 Regular Education (9-12) - Allocated FTE 4035 NCLB: Title II, Part A, Teacher Quality	1	\$0	\$86,118	\$86,118	\$86,118	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	5.7815	\$0	\$241,891	\$241,891	\$0	\$0	\$241,891	\$0	\$0
3145 Functional Living Skills (FLS) 6500 Special Education	5	\$0	\$365,388	\$365,388	\$365,388	\$0	\$0	\$0	\$0
3150 Independent Living Skills (ILS) 6500 Special Education	2.75	\$0	\$198,489	\$198,489	\$198,489	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing	0.65	\$0	\$74,992	\$74,992	\$74,992	\$0	\$0	\$0	\$0

(LSH) 6500 Special Education									
3410 Special Education Mild/Moderate 6500 Special Education	8.625	\$0	\$717,586	\$717,586	\$717,586	\$0	\$0	\$0	\$0
3660 Full Inclusion - Paraeducators in lieu of NPA 6500 Special Education	0.875	\$0	\$80,111	\$80,111	\$80,111	\$0	\$0	\$0	\$0
3670 Autism Spectrum Disorder (ASD) PreK-12 6500 Special Education	4.375	\$0	\$204,438	\$204,438	\$204,438	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	7.875	\$0	\$282,742	\$282,742	\$282,742	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$34,867	\$0	\$34,867	\$34,867	\$0	\$0	\$0	\$0
4020 Secondary Education 9305 Miscellaneous Site Donations (<\$1000)	0	\$21,281	\$0	\$21,281	\$21,281	\$0	\$0	\$0	\$0
2200 Regular Education (9-12) 9307 Preliminary Scholastic Aptitude Test (PSAT) Donations	0	\$2,002	\$0	\$2,002	\$2,002	\$0	\$0	\$0	\$0
4020 Secondary Education 9308 Manufacturing, Production and Technology Academy Donation	0	\$1,021	\$0	\$1,021	\$1,021	\$0	\$0	\$0	\$0
4900 Director of Learning Support Services 9321 ASSETs Family Literacy Donations	0	\$290	\$0	\$290	\$290	\$0	\$0	\$0	\$0
4020 Secondary Education 9338 Athletic Donations	0	\$2,000	\$0	\$2,000	\$2,000	\$0	\$0	\$0	\$0
4020 Secondary Education 9373 Laguna Creek High School - Business Academy	0	\$3,755	\$0	\$3,755	\$3,755	\$0	\$0	\$0	\$0
4020 Secondary Education 9376 Jazz Dance Donations - Laguna Creek High School	0	\$6,332	\$0	\$6,332	\$6,332	\$0	\$0	\$0	\$0
4020 Secondary Education 9403 State Farm - Solar Case Project	0	\$672	\$0	\$672	\$672	\$0	\$0	\$0	\$0
4020 Secondary Education 9422 Sacramento Kings Community Foundation - Laguna Creek High School	0	\$1,110	\$0	\$1,110	\$1,110	\$0	\$0	\$0	\$0
4020 Secondary Education	0	\$3,059	\$0	\$3,059	\$3,059	\$0	\$0	\$0	\$0

9446 Lion's Club - Solar Suitcase Project - Laguna Creek HS									
4020 Secondary Education 9518 SMUD - Laguna Creek High School	0	\$4,400	\$0	\$4,400	\$4,400	\$0	\$0	\$0	\$0
4020 Secondary Education 9525 Brin Wojcicki Foundation - Robotics Team - Laguna Creek High School	0	\$2,000	\$0	\$2,000	\$2,000	\$0	\$0	\$0	\$0
4020 Secondary Education 9539 Target Donations	0	\$1,615	\$0	\$1,615	\$1,615	\$0	\$0	\$0	\$0
4250 Director of Career and Technical Education and College Readiness 9550 STEM C3 - Ford PAS Laguna Creek High School	0	\$5,000	\$0	\$5,000	\$5,000	\$0	\$0	\$0	\$0
4020 Secondary Education 9570 Buck Foundation - International Baccalaureate	0	\$27,705	\$0	\$27,705	\$27,705	\$0	\$0	\$0	\$0
Totals	146.9197	\$179,966	\$13,924,282	\$14,104,248	\$12,929,276	\$90,198	\$1,071,434	\$13,340	

Signatures: (Must sign in blue ink)

Date

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

Principal **Doug Craig**

School Site Council Chairperson **Mercedes Marquez**

EL Advisory Chairperson **Wendy Li**

V. Staffing Matrix**Laguna Creek High School****Last Updated:** 03/07/2018 12:31PM

Name	Title/Position	Management Code	Resource Code	Start Date	End Date	FTE	Program	Calendar
BRYN LUM	9/12 TEACHER, ENGLISH	7250	0000	07/01/17	06/30/18	0.20	Unrestricted	2

VI. Governance

Laguna Creek High School

Required signatures of Principal, School Site Council and Advisory Committee Chairpersons and Recommendation to the Board of Education of the Elk Grove Unified School District to <u>approve</u> this plan for 2017 - 2018		
Name and Title	Signature	
Doug Craig		
Principal	Signature	Date
Mercedes Marquez		
School Site Council Chairperson	Signature	Date
Wendy Li		
English Language Advisory Committee Chairperson	Signature	Date

Assurances for Consolidated Programs

The parents and staff of Laguna Creek High School make the following assurances to the Board of Education of the Elk Grove Unified School District and the California Department of Education:

1. The School Leadership Team and the School Site Council have developed the plan and the corresponding budgets to be presented for approval to the Board of Education of the Elk Grove Unified School District.
2. The School Site Council and all advisory committees have been formed in accordance with procedures established by federal or state law and regulations.
3. The School Site Council will post an agenda item for review and approval of the school's plan. This public posting will occur at least 72 hours in advance of the meeting and include the date, time and location of the meeting.
4. A copy of the plan and a list of members of the School Site Council and/or all committees are available at the school office for review by school staff, parents and community members.
5. Adequate information has been given to the members of the School Site Council, the school's English Learners' Advisory Committee and/or other committees about the special needs of students as part of the comprehensive needs assessment. This includes educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.
6. Plans for the instruction of students who are English Learners have been developed in consultation with the school's English Learners' Advisory Committee.
7. The school may designate an existing school level advisory committee, such as the School Site Council, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body has parents of ELs constituting at least the same percentage of the committee membership as their children represent of the student body. (EC 52176[b]) (EC 52176[b][c]; 64001[a]; 5 CCR 11308[d])
8. The schools staff and parents have participated in a thorough needs assessment and examination of student work as part of the annual school needs assessment and the Elk Grove Unified School District's Local Education Agency Plan.
9. All categorical programs function effectively to meet the needs of students and to meet the compliance regulations of state and/or federal laws, and these are reviewed on a regular basis by the principal and other staff.
10. Parents have had adequate opportunities to participate in the development of schoolwide programs at Title I schools and categorical programs at all schools as described in federal law (No Child Left Behind Act of 2001), California Education Code, and the policies and regulations of the Elk Grove Unified Board of Education.
11. Multiple measures have been utilized in assessing student performance as part of the school accountability plan, and the school's assessment results have been shared with the school community.
12. Instruction by highly qualified teachers is provided to all students.
13. There are clear procedures for parent and teacher consultation in the planning, implementation and evaluation of the Title I Schoolwide Program, including the development of the Parent-School Compact.
14. The plan is reviewed throughout the school year and evaluated annually.
15. The LEA makes provisions for ensuring participation of pupils in the upper range of intellectual ability. [Title 5, Section 3831(b)] For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board concentrates part of its curriculum on providing pupils with an academic component, and, where appropriate, instruction in basic skills. The LEA makes provisions for ensuring participation of pupils from disadvantaged and varying cultural backgrounds [Title 5 Section 3831(c)]

Assurances for the School Site Council (SSC)

1. The School Site Council is constituted correctly and was formed in accordance with state law.
2. The minimum size for any secondary school site council is twelve.
3. The number of school staff on the SSC is equal to the number of parents. (Example: 6 parents/students + 6 staff members = 12 SSC members.)
4. The school principal takes an active role as a member of the School Site Council.
5. Classroom teachers form the majority of the members on the school staff portion of the SSC; these members are selected by classroom teachers.
6. Support personnel on the SSC are employees who work at the school site, and who are not the principal or classroom teachers; these members are selected by support personnel.
7. Parents on the SSC are parents at the school who are not employed at that school site; these members are selected by parents.
8. The SSC has regularly scheduled meetings throughout the school year (minimum of 4). Meetings are kept on file at the school site.
9. The site schedules at least two meetings for parents of English Learners during the year (the site selects two parents and one school representative to participate in district advisory meetings).

Members of the School Site Council	
SCHOOL STAFF	PARENTS AND STUDENTS
Your School Site Council is balanced.	

