



# COSUMNES OAKS HIGH SCHOOL

SCHOOL SITE COUNCIL | AUGUST 23, 2017

# OUR TASK

- Review LCAP Changes

- Review Data
- Funding refers to Strategic Goal

- Approve Funding
- Plan for 2018-2019

Cosumnes Oaks High School  
Elk Grove Unified School District  
School Site Council Requirements Summary

#### Important Notes:

- Hold a vote for every action item, and note in the minutes the motion for the action, the person who brings the motion, the seconded motion and the vote (# yes, #no).

#### Required actions of the School Site Council

The required actions of the council must be conducted in no less than three annual meetings, although each council may meet more often. *The 2017-2018 school year timeline is unusual due to the district's reallocation of LCAP funding to schools. As a result, there will be three weeks of consecutive meetings and two follow up meetings.* The two follow up meetings will be noted as TBD in Terms III and IV. **The following items must be covered as action items on the agenda and their evidence must be noted in the minutes of the meeting.**

#### Fall

- Review Roles and Responsibilities of the Council and Bylaws
- Election of Officers of the Council
- Review of the evaluation of the School Plan conducted at the end of the previous year
- Review the School Plan actions and align and approve budgets
- Note SSC input and approval of budget in the minutes
- Review and Update the School Parent Involvement Policy and Compact (Title I Only/COHS is not a Title I school)

#### Winter

- Review the implementation of School Plan Goals
  - Adjust the budget as necessary
- Review of verifiable assessment data, including data on students who are included in the LCAP: EL, Foster Youth, Socioeconomically Disadvantaged.
- Provide input and develop the 2018-2019 School Plan
  - Input and recommendation on the School Plan action items (goals) regarding these specific areas:
    - academic achievement
    - wellness
    - parent/community involvement
    - professional development
- Provide input on the use of categorical monies to support the action items. (If there is an applicable funding source at this time.)
- *Review Safe School Plan*

#### Spring

- Conduct the annual evaluation of the 2017-2018 School Plan
- Finalize the 2018-2019 School Plan Goals
  - Report on input from English Language Advisory Committee or designee
- Align spending to 2018-2019 School Plan Goals
- Review and Approve the 2018-2019 School Plan
- Note in the minutes the vote on approval and obtain signatures to recommend plan to the Board of Education
- Elections for next school year (or can occur at the first meeting of the new year)

#### Additional Meetings as Necessary

# WHAT DRIVES THE LCAP?

High-Quality  
Classroom  
Instruction  
and  
Curriculum

All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.

Assessment,  
Data Analysis,  
& Action Plan

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

Wellness

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

Parent,  
Family, &  
Community  
Partnerships

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

## EGUSD STRATEGIC GOALS

## High-Quality Classroom Instruction and Curriculum

- ✓ Access to Courses (Honors, AP/IB, CTE)
- ✓ PSAT Participation and Achievement
- ✓ SAT/ACT Performance
- ✓ CAASPP Results
- ✓ CTE Sequence Completion
- ✓ Professional Development
- ✓ EAP – College Readiness
- ✓ a-g course completion
- ✓ AP Participation, Achievement, and Grade Consistency, Pass Rate
- ✓ Post Secondary Acceptance
- ✓ Instructional Materials
- ✓ EL Proficiency and Redesignation
- ✓ Credentialed Teachers
- ✓ Number of dual enrolled (in college)

## Assessment, Data Analysis, & Action Plan

- ✓ Post Secondary Enrollment and Retention
- ✓ Professional Learning Communities
- ✓ EL /CELDT
- ✓ Foster Youth
- ✓ SED Data
- ✓ Student Work
- ✓ Program Evaluation
- ✓ Research Based
- ✓ Focus on College & Career 10 year Plan
- ✓ Target Initiatives
  - AP success recruiting
  - Math I Repeater Outreach

## Wellness

- ✓ Attendance
- ✓ Chronic Absenteeism
- ✓ Advocacy
- ✓ Cohort Graduation
- ✓ Suspension & Expulsion Data
- ✓ CA Healthy Kids Survey
- ✓ Parent Survey
- ✓ Senior Survey
- ✓ Mental Health Therapist
- ✓ Crisis Intervention
- ✓ Mandatory Reporter
- ✓ Suicide Awareness
- ✓ PBIS Implementation
- ✓ Social Emotional Learning
- ✓ School Climate
- ✓ SARC Narrative
  - ✓ (School Accountability Report Card)
- ✓ CSSP
  - ✓ (Comprehensive Safe Schools Plan)

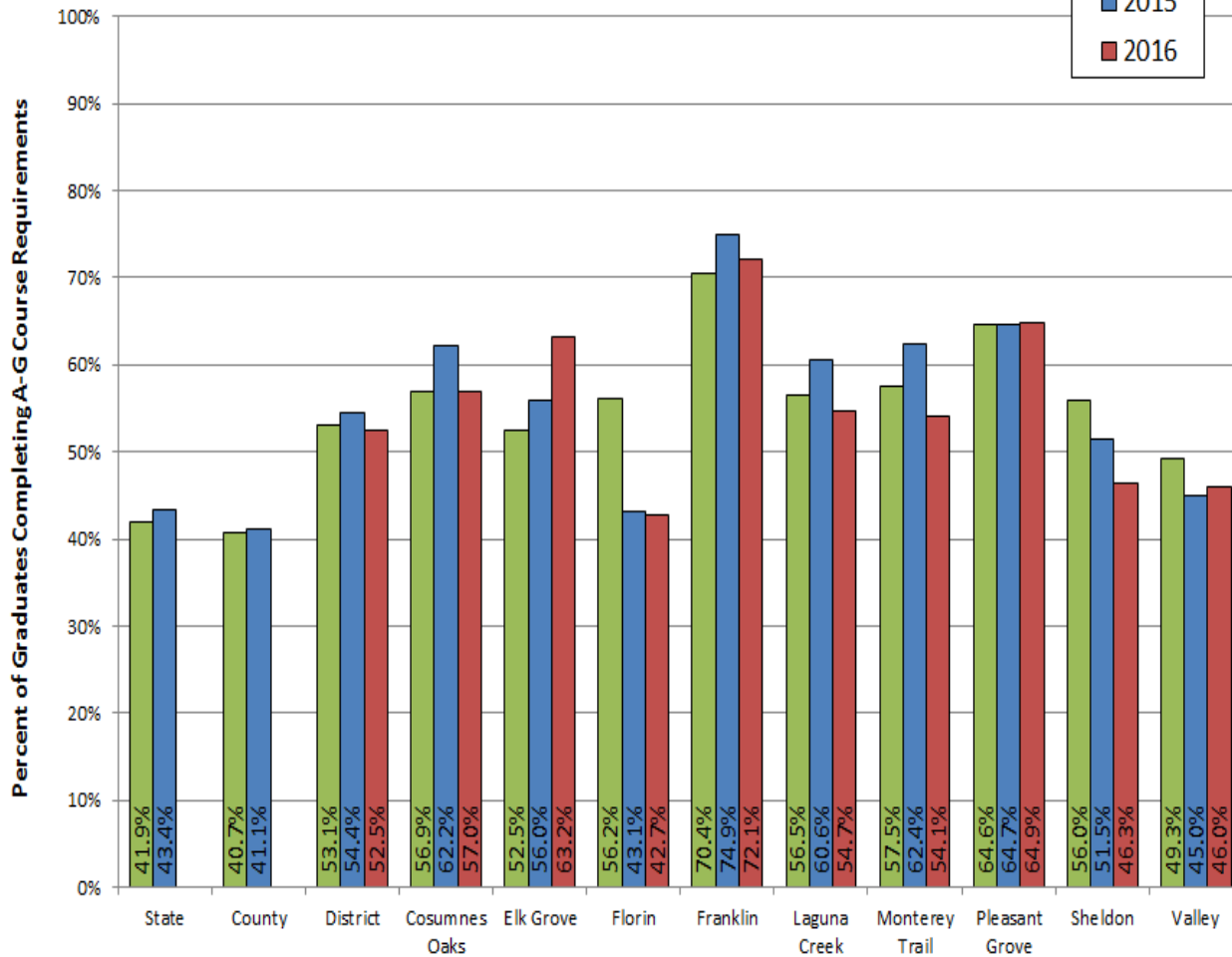
## Parent, Family, & Community Partnerships

- ✓ CTE Internships & Certifications
- ✓ Parent Education Series
- ✓ Communication
- ✓ Site Surveys
- ✓ Freshman Parent Orientation
- ✓ LINK Crew
- ✓ SSC
- ✓ Industry Sector Coaches (CTE)
- ✓ Volunteer Opportunities
- ✓ Parent Survey
- ✓ EL /Foster/SED Data
- ✓ SARC Narrative
  - ✓ (School Accountability Report Card)

MEASURED BY...

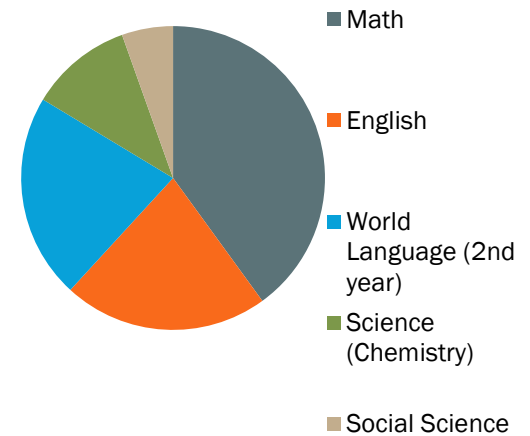
# A-G COURSE COMPLETION

UC/CSU A-G Course Completion  
State, County, District & Schools



**Data Dig**  
An analysis of students who did not complete a-g requirements have revealed the following:

Gatekeeper courses



# ANOTHER EXAMPLE OF DATA

Cosumnes Oaks High School								
AP Scores 2017								
	<u>AP Pass Rate</u>	<u># Students Tested</u>	<u># Students in Cohort</u>	<u>% Tested</u>	<u>Score of 3 or higher</u>	<u>2016 pass rate</u>	<u>2015 pass rate</u>	<u>2014 pass rate</u>
AP Biology	75%	12	69	17%	9	39%	81%	71%
AP Calculus AB	74%	57	97	59%	42	18%	57%	68%
AP Calculus BC	77%	13	15	86%	10	95%	96%	82%
AP Calculus BC (AB Subscore)	85%	13	15	86%	11	92%	93%	82%
AP Chemistry	59%	22	33	66%	13	50%	45%	23%
AP English Language	55%	210	230	91%	115	67%**	40%**	71%**
AP English Lit	66%	35	122	29%	23	82%	83%	86%
AP Macroeconomics	92%	52	90	58%	48	56%	63%	77%
AP Microeconomics	92%	50	98	51%	46	86%	88%	95%
AP Music Theory	50%	2	19	16%	1	100%		
AP Physics 1	53%	40	110	36%	21	39%	35%	42%
AP Physics 2	83%	6	39	15%	5	69%		
AP Psychology	85%	126	196	64%	107	72%	69%	56%
AP Spanish	91%	11	21	52%	10	90%	100%	100%
AP Statistics	61%	23	70	33%	14	82%	84%	69%
AP Art 3-D	83%	6	8	75%	5	100%	100%	67%
AP Drawing	100%	3	12	25%	3	100%		
AP Government	60%	30	96	32%	18	65%	64%	72%
AP Comparative Gov't and Politics	75%	16	89	18%	12	n/a	n/a	n/a
AP US History	80%	81	95	85%	65	81%	71%	73%
AP World History	67%	179	225	80%	120	70%	51%	53%
	71%	987			698			
Indicates increase								
Indicates drop of 10%+								
**First year of AP English Language- Prior years, sstduents took the test without the class.								

What the NEW LCAP Goal Setting looks like...

**How is the funding calculated?**

- Average Daily Attendance (ADA)
- Free/Reduced Lunch Applications
- EL status based on results from the California English Language Development Test (CELDT)

Site Goal 1.1			
Cosumnes Oaks High School will provide access to courses which prepare students for college, career, other post-secondary opportunities, and life readiness. An important metric for this site goal is a-g completion; since some advanced level courses require pre-requisite course completion, access necessitates that high quality instruction is an imperative.			
<b>Metric:</b> Access to Courses (Honors, AP/IB, CTE)		<a href="#">Add Site Goal</a>	<a href="#">Edit Site Goal and Metric</a>
Actions/Services 1.1.1			
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?
Professional Learning Community Reinforcement: <ul style="list-style-type: none"> <li>• Teacher (team) release days</li> <li>• Solution Tree training by consultant</li> <li>• PLC Conferences and Seminars</li> <li>• Teacher (team) planning time.</li> </ul>	PLC research supports that a cycle of inquiry utilizing the PLC model (teacher teams) focused on data collection of student work, primarily formative and summative, can/will result in improved student achievement. Research by Marzano, DuFour, Kamold, Larsen, and our own site data supports this best practice. Specifically, "One of the primary characteristics of high performing and high impact schools that are successfully closing the [ ] achievement gap - is their laser like focus on teacher collaboration as key to improving instruction and reaching all students. (Education Trust, 2005; Kersaint, 2007).	<ul style="list-style-type: none"> <li>• a-g completion</li> <li>• AP/Honors participation</li> <li>• PSAT; SAT;ACT Data</li> <li>• AP Pass rate/participation</li> <li>• CCI (College and Career Indicator)</li> </ul>	Certificated Substitute = \$170/day Certificated Timesheet = \$40/Hour Dollars not to exceed \$40,000  Conferences/Seminars/Consultants Dollars not to exceed \$15,000
		<a href="#">Add Actions</a>	<a href="#">Edit Actions</a>
		<a href="#">Delete Actions</a>	

# GRADUATE PROFILE

EGUSD graduates demonstrate their readiness to succeed in college, career, and life readiness through:

**Creative problem-solving**

- Analyzes problems by exercising critical thinking to formulate and ask pertinent questions
- Develops solutions using innovative, inventive, and intuitive ideas and approaches
- Utilizes resources and processes necessary to solve problems

**THINK**

**Self-awareness, self-reliance, self-discipline**

- Possesses and applies skills necessary for living independently
- Sets and meets realistic, measurable goals; makes adjustments as needed
- Articulates strengths, weaknesses, abilities, and limitations as these apply to achieving plans and goals after graduation
- Manages and balances time, resources, and responsibilities

**PLAN**

**Technical literacy**

- Demonstrates mastery of technology necessary for college and career success
- Exhibits willingness to learn and utilize new technology
- Understands the evolving role of technology in industry and society

**CONNECT**

**Communication and collaboration**

- Articulates thoughts and ideas in all forms of communication: oral, written, and non-verbal
- Reads, listens, and observes effectively
- Relates to and collaborates with diverse groups to achieve a common purpose

**COMMUNICATE**

**Community engagement**

- Demonstrates knowledge about school, local, and global issues
- Respects cultural differences
- Participates in diverse school and community organizations willingly and cooperatively

**ENGAGE**

**Integrity**

- Makes commitments and keeps them, giving full effort
- Takes responsibility for actions
- Acts with honesty, authenticity, and sincerity

**ACT**

# INTENDED OUTCOME

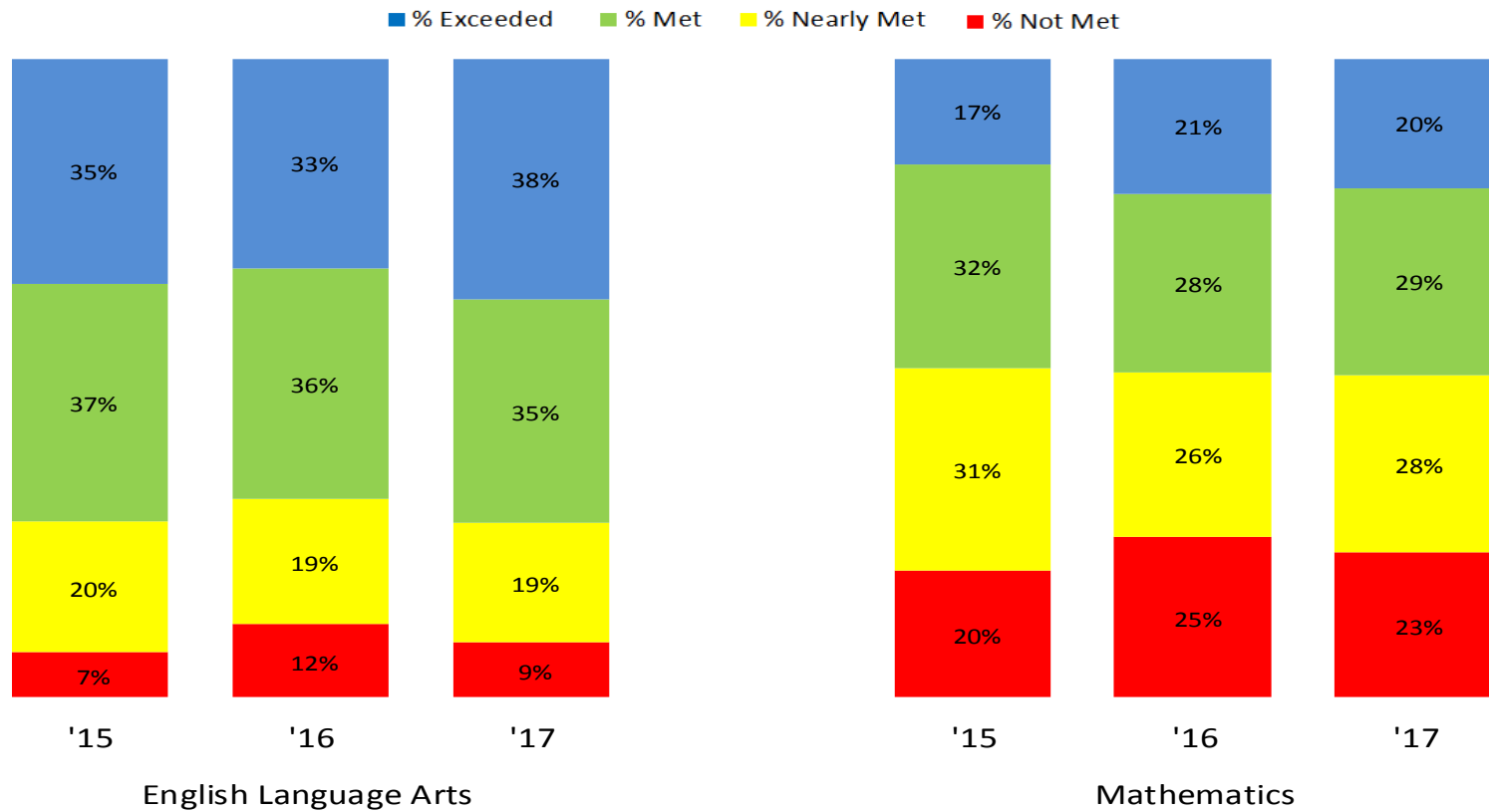


# COLLEGE, CAREER, LIFE READY GRADUATES



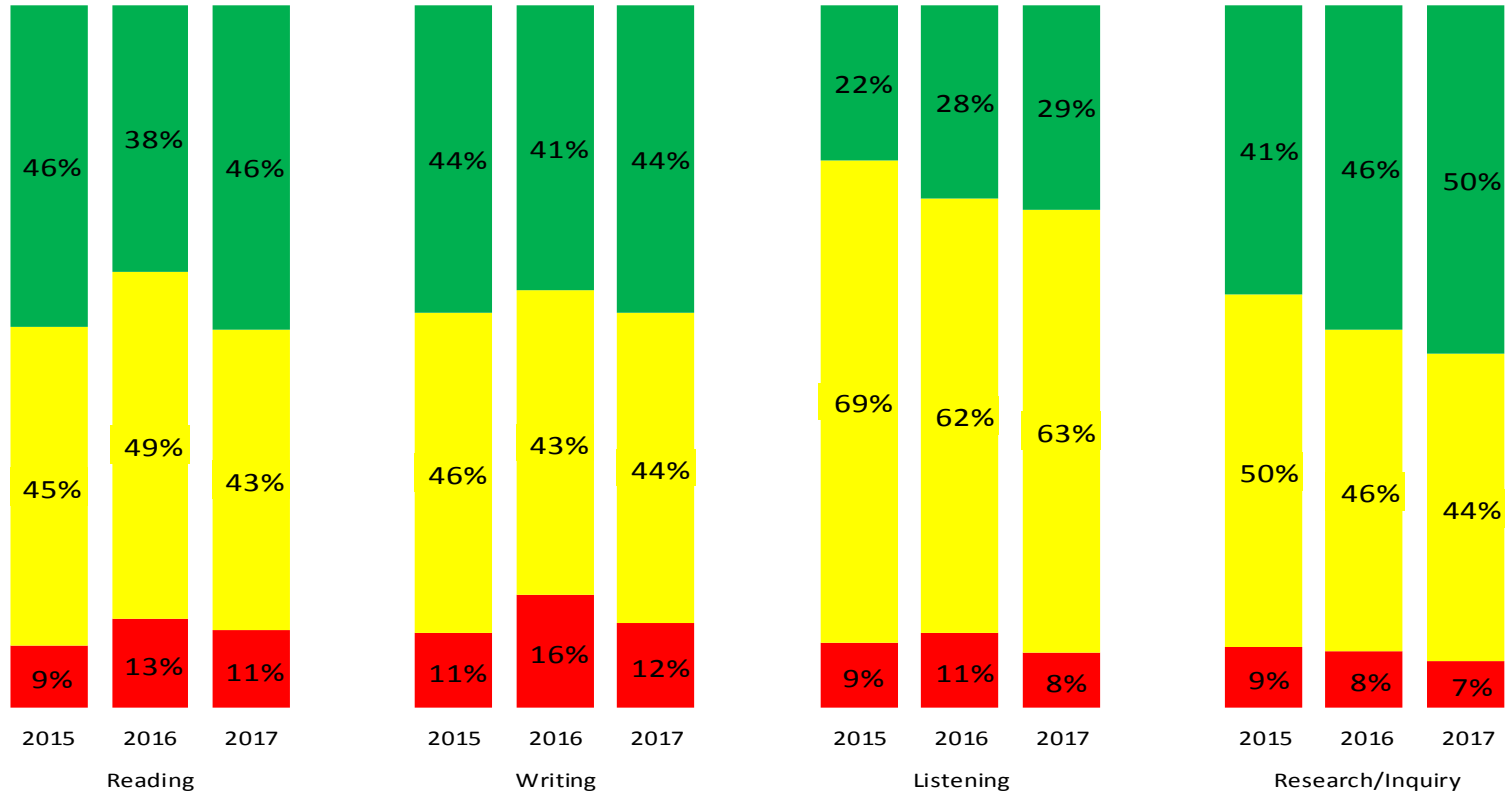


# 2015-2017 CAASPP-PERFORMANCE CATEGORIES, GRADE 11

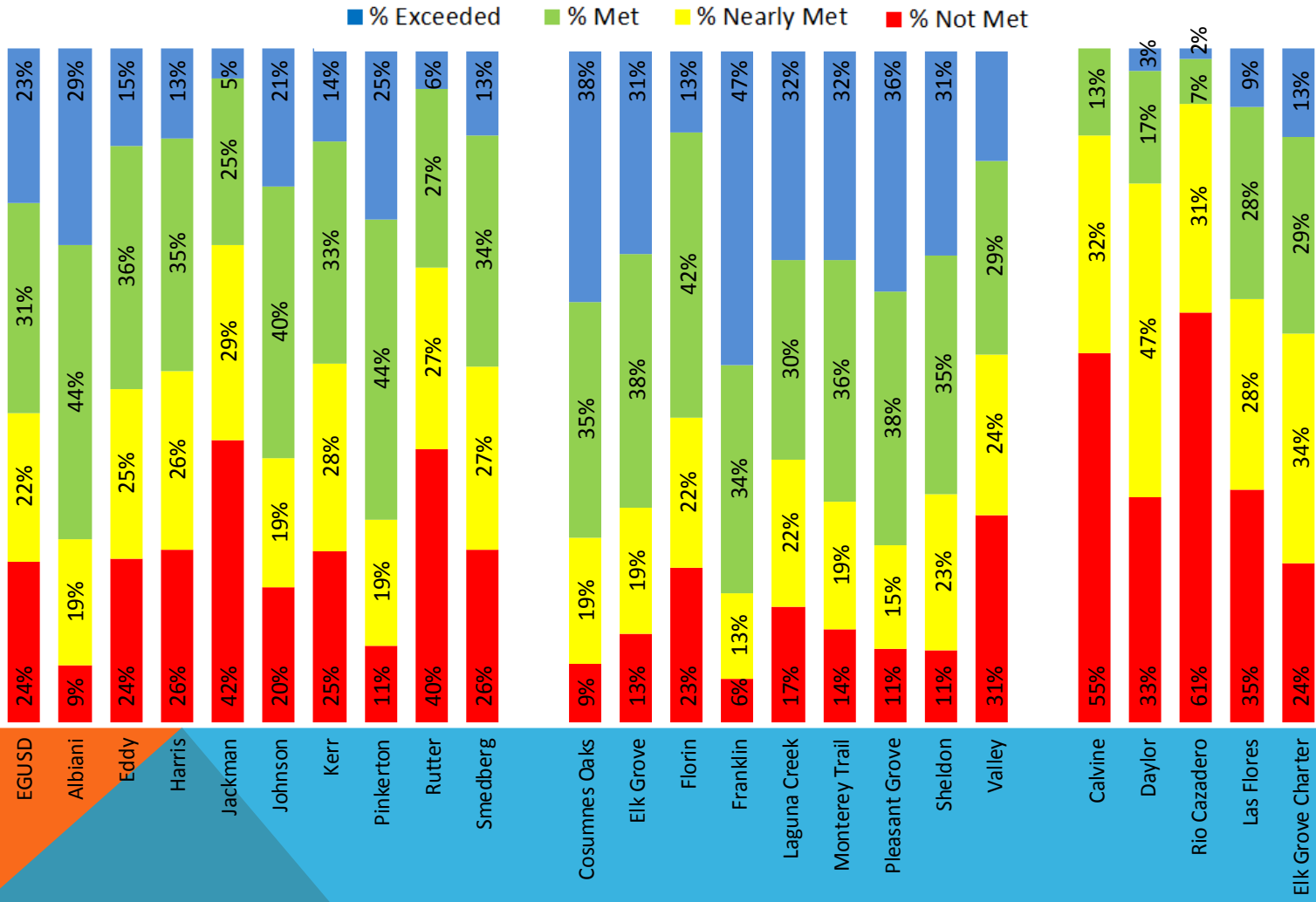


# 2015-2017 CAASPP ENGLISH LANGUAGE ARTS CLAIMS, GRADE 11

■ % Above Standard   ■ % Near Standard   ■ % Below Standard

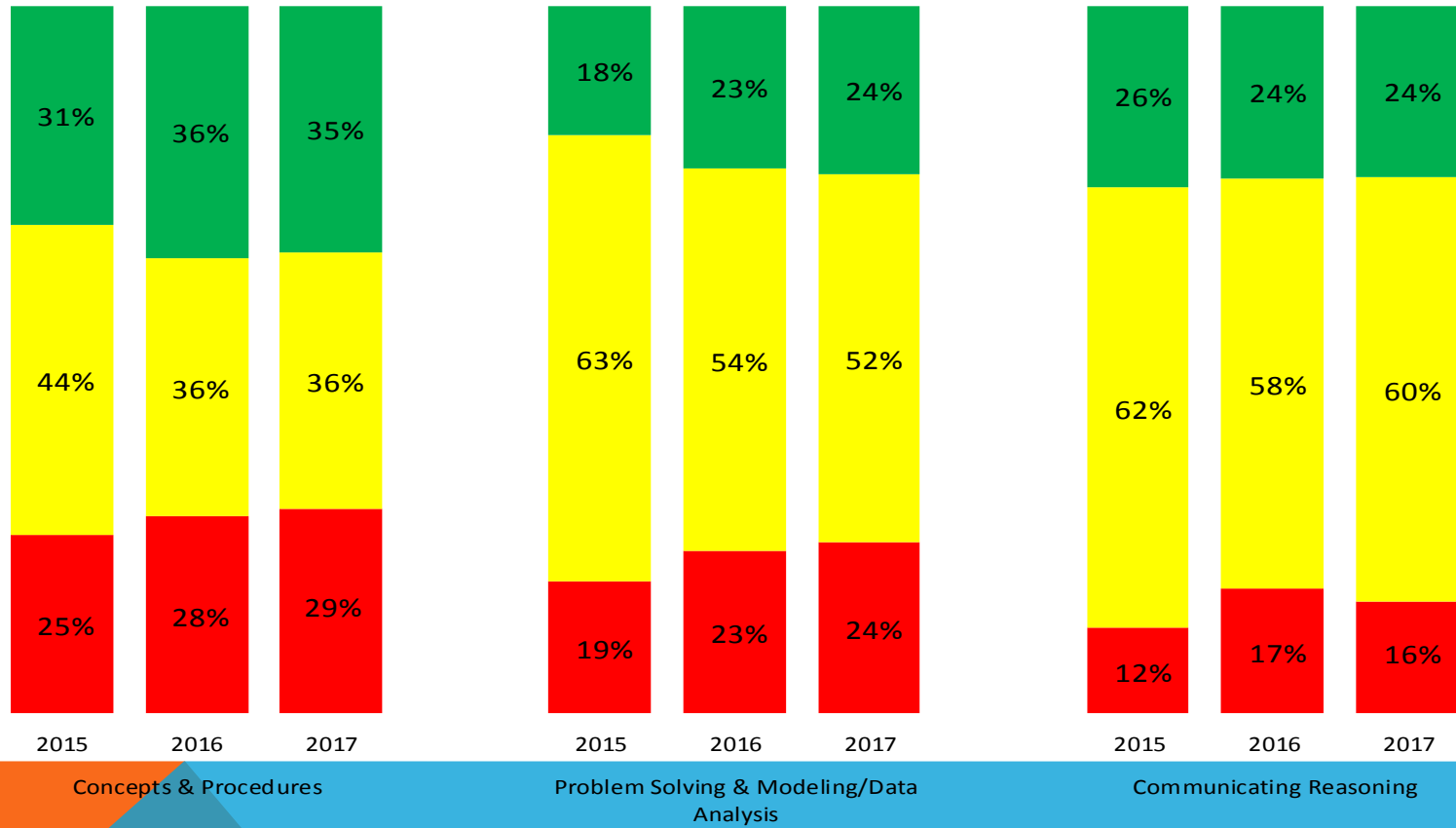


# 2017 CAASPP- ENGLISH LANGUAGE ARTS PERFORMANCE CATEGORIES, SECONDARY SCHOOLS



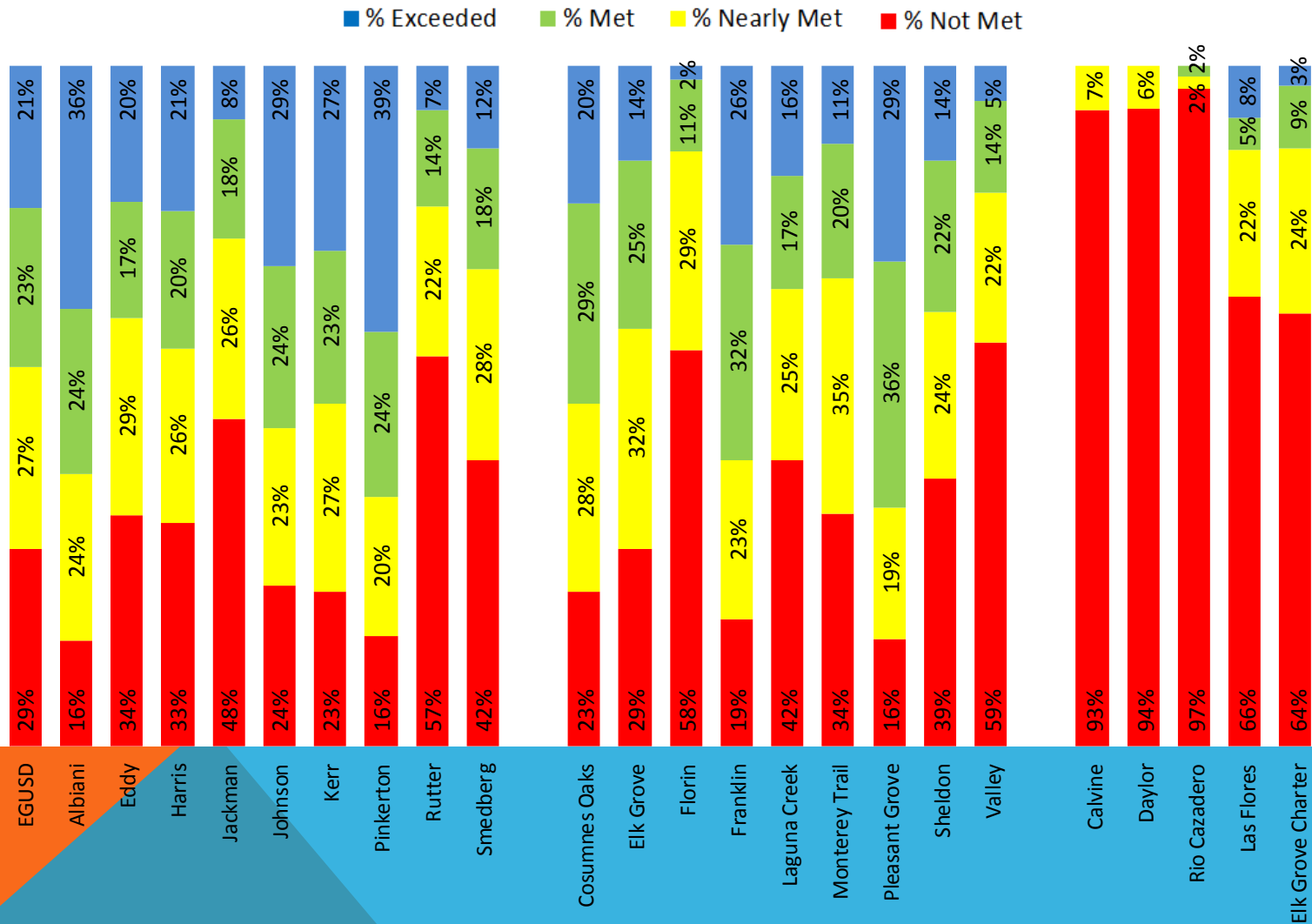
# 2015-2017 CAASPP MATHEMATICS CLAIMS, GRADE 11

■ % Above Standard   ■ % Near Standard   ■ % Below Standard



# 2017 CAASPP- MATHEMATICS

## PERFORMANCE CATEGORIES, SECONDARY SCHOOLS



# WHAT IS THE SARC

## SCHOOL ACCOUNTABILITY REPORT CARD

Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a SARC. The purpose of the report card is to provide parents and the community with important information about each public school. The public may use a SARC to evaluate and compare schools on a variety of indicators. The profile usually summarizes the school's mission, goals, and accomplishments. State law requires that the SARC contain all of the following:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information Curriculum and instruction descriptions
- Post-secondary preparation information
- Fiscal and expenditure data

- California Department of Education

The SARC is not due until Fall 2018. This information will be assessed in Winter 2018.

## NEXT STEPS...

August 20,  
2017

- Review additional data and make additional funding recommendations

September  
6, 2017

- Review and Approve Funding Allocations

Winter  
2018

- Review current plan | Adjust Funding allocation if needed | Begin to formulate recommendations for 2018-2019

Spring  
2018

- Review and assess current plan effectiveness | Adjust Funding allocation if needed | Make recommendations for 2018-2019

**THANK YOU FOR YOUR PARTNERSHIP IN MAKING  
COSUMNES OAKS HIGH SCHOOL THE BEST THAT  
IT CAN BE FOR STUDENTS, PARENTS, STAFF,  
FAMILIES, AND OUR SCHOOL COMMUNITY.**