



Las Flores 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

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

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

During the 2016-17 school year the school underwent an exhaustive data collection process to prepare for an accreditation self study. Annual student performance assessment data is tracked through district and state sources
Site and district surveys were distributed to students and stakeholders
Student and parent meetings were conducted to gather perception data from those stakeholder groups

The planning process for our LCAP, it's review, and its goals moving forward included consulting the following stakeholder groups:

- Multiple staff meetings 2/15/17; 3/22/17; 4/5/17; 8/8/17
- Leadership meetings 8/31/17
- School Site Council meeting 9/13/2017

Impact of LCAP and Annual Update

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

The self study process revealed four significant needs at Las Flores.

1. Improve student ELA Literacy across all curricular areas
2. Improve math skills in all students.
3. Increase technology use by teachers and students
4. Develop a site based data collection system

School Site council examined LCAP metric data and made specific recommendations on the distribution of funds and which goals received what quantity of funds.

B. Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive	Students need high quality classroom instruction

high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	and curriculum as measured by: <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
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Site Goal 1.1

Improve math skills in all students.

Metric: CAASPP

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?
Provide Release days for math team to update Syllabi and curriculum maps for all courses to fully incorporate CCSS	<p>Jacobs, H. H. (1997). <i>Mapping the big picture: Integrating curriculum and assessment K-12</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Curriculum Mapping in Higher Education: A Vehicle for Collaboration Uchiyama, K.P. & Radin, J.L. <i>Innov High Educ</i> (2009) 33: 271. https://doi.org/10.1007/s10755-008-9078-8 Through the use of curriculum mapping, eleven faculty members in a western state university Teacher Licensure program aligned and revised the teacher education curriculum across a sequence of courses. An increase in collaboration and collegiality among faculty emerged as an unintended outcome as a result of participation in the project.</p>	<p>CAASPP Site Based assessment results Completion of syllabi</p>

What funding source will you use?

\$3000 Supl/Conc

Approx 10 substitute teachers \$2200
 Approx. 20 hours of timesheets \$800

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?
Provide release time for extended training on MyHRW online tools for integrated Math I, II, & III which will improve overall access to all	One learning strategy that can be implemented throughout the curriculum that can help students succeed in mathematics is	Number of teachers utilizing MyHRW online tools Student assessment results

students to improve achievement.	the use of technology in the pedagogy of the classroom. <i>A Literature Review: The Effect of Implementing Technology in a High School Mathematics Classroom</i> Daniel Murphy	Improvement in CAASPP scores across the board and especially among targeted sub groups
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What funding source will you use?
\$1600 Supl/Conc Approx 8 substitutes. \$1400 Misc time sheets \$200

Site Goal 1.2

Improve student ELA Literacy across all curricular areas

Metric: Content Standards Implementation

Actions/Services 1.2.1

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?
Provide release time for ELA team to update Syllabi and Curriculum maps for all English Courses to fully align with CCSS. Purchase and Provide supplemental curricular materials to support common core ELA Standards and Study Sync lessons	Jacobs, H. H. (1997). <i>Mapping the big picture: Integrating curriculum and assessment K-12</i> . Alexandria, VA: Association for Supervision and Curriculum Development. Curriculum Mapping in Higher Education: A Vehicle for Collaboration Uchiyama, K.P. & Radin, J.L. <i>Innov High Educ</i> (2009) 33: 271. https://doi.org/10.1007/s10755-008-9078-8 Through the use of curriculum mapping, eleven faculty members in a western state university Teacher Licensure program aligned and revised the teacher education curriculum across a sequence of courses. An increase in collaboration and collegiality among faculty emerged as an unintended outcome as a result of participation in the project.	CAASPP Site Based assessment results Completion of syllabi

What funding source will you use?
\$3000 Supl/Conc Approx 5 substitute teachers \$1100 Approx. 20 hours of timesheets \$800 Approx \$1100 Supplemental Curricular Materials

Actions/Services 1.2.2

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?
<p>Support teachers in use of Study Sync and Synergy through Release days and in house training. Training and release time for Study Sync would ultimately benefit EL students by providing Professional Learning to teachers in the areas of scaffolding and differentiating CCSS aligned lessons to meet the needs of English Language Learners. Teachers would benefit from time allotted to explore and modify suggested lessons in the Access Pathway of Study Sync. These lesson plans were created with EL students in mind and offer suggestions for both Designated and Integrated ELD instruction.</p>	<p>Zoch, M., Myers, J. & Myers, J. (2017). Teachers' Engagement with New Literacies as Support for Implementing Technology in the English/Language Arts Classroom. Contemporary Issues in Technology and Teacher Education, 17(1)</p>	<p>Number of teachers utilizing Study Sync online tools Student assessment results CAASPP</p>

What funding source will you use?
<p>\$1600 Supl/conc \$500 - El supl.</p> <p>Approx 10 Substitute days \$1850 Misc Timesheets \$250</p>

Site Goal 1.3

Provide resources for students and teachers to enhance student achievement and the use of a dynamic range of technology and curricular materials to reach all students.

Metric: CAASPP

Actions/Services 1.3.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide opportunities for teachers to attend professional development opportunities to include:</p> <ul style="list-style-type: none"> Core content workshops/seminars Technology implementation workshops/seminars Professional organization workshops/seminars Subscription to research data base, professional journal articles 	<p>"effective professional development as structured professional learning that results in changes in teacher practices and improvements in student learning outcomes." Linda Darling Hammond</p>	<ul style="list-style-type: none"> Classroom observations Graduation numbers and rate Grades and Credit accumulation CAASPP District and site assessments

What funding source will you use?
<p>\$5000 Supl/Conc \$1000 Ed. Fees</p> <p>Approx \$3500 conference fees Approx \$500 Research database subscription Approx \$ 2000 professional development courses</p>

Actions/Services 1.3.2

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?
<p>Instructional materials to provide a wide range of experiences for the students. Examples to include:</p> <ul style="list-style-type: none"> • Additional Performing arts materials and supplies • Technology hardware such as LED projectors, document projectors, etc.. • Software &/or online programs for enrichment and support in ELA and/or Math <p>Provide professional development and associated training to facilitate effective use of technology.</p>	<p>Professional development in teacher preparation for using technology in their classrooms is important. Many teachers do not receive adequate training in integrating technology into classroom practice. <i>Effects of Teachers Perceptions and Technology Training on the Implementation of Technology in the Classroom, Kimberley Harris</i></p>	<ul style="list-style-type: none"> • Graduation numbers and rate • Grades and Credit accumulation • CAASPP • District and site assessment

What funding source will you use?
<p>\$1000 Supl/Conc \$4000 Ed Fees Approx. \$2000 VAPA supplies and instruments Approx \$2000 Software/online programs Approx \$2000 technology hardware</p>

Actions/Services 1.3.3

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?
<p>Provide for a staff member to monitor/identify students who qualify for GATE Provide enrichment opportunities for students who show the potential to achieve at a level substantially beyond the rest of their peer group. Purchase supplemental materials and/or provide a means to participate in enrichment activities and/or competitions.</p>	<p>"The results of this study showed the effects of enrichment programs on improving the academic achievement of gifted and talented students." Mahmoud Suhail, Journal for the Education of the Young Scientist and Giftedness 2014, Volume 2, Issue 2, 22-27</p>	<p>Improved student achievement among GATE students Number of students tested</p>

What funding source will you use?
<p>Gate \$3000 Timesheet for coordinator not to exceed \$1000 Materials and supplies Approx \$1000 Entry Fees and materials for competitions approx \$1000</p>

Actions/Services 1.3.4

Principally Targeted Student Group

• Foster Youth

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Identify Foster youth upon enrollment, develop an academic and Independent Living Plan for each foster youth. Provide continued academic and social emotional support with the Counselor and ensure that students are aware of resources available to them.</p>	<p>Increasing college access for youth aging out of foster care: Evaluation of a summer camp program for foster youth transitioning from high school to college Rosalind Kirk, Angelique Day Children and Youth Services Review Volume 33, Issue 7, July 2011, Pages 1173-1180 it was demonstrated that a campus based learning program for transitioning foster youth can help contribute toward a perceived increase in knowledge and information about college life, funding and admissions procedures.</p> <p>Stuart Foundation. (2013). At greater risk: California foster youth and the path from high school to college. Retrieved from: http://www.stuartfoundation.org/docs/default-documentlibrary/at-greater-risk-california-foster-youth-and-the-path-from-high-school-to-college.pdf?sfvrsn=6</p> <p>Berkeley's Center for Social Services Research and Institute for Evidence-Based Change study results point to the overarching importance of providing foster youth with the support they need to complete high school as well as enroll and succeed in college at the same rates as other students.</p>	<p>Foster Youth Grad Rates Foster youth Credit earning report</p>

<p>What funding source will you use?</p>
<p>No additional Funds</p>

Site Goal 1.4

Improve Access to ELA curriculum for English Language Learners

Metric: CAASPP

Actions/Services 1.4.1

<p>Principally Targeted Student Group</p> <p>• EL</p>
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Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide training and professional development opportunities to maximize use of EL Core Curriculum (especially EDGE). Provide funds for staff member to monitor EL student performance</p>	<p>"effective professional development as structured professional learning that results in changes in teacher practices and improvements in student learning outcomes." Linda Darling Hammond</p>	<p>Redesignation Rates CAASPP</p>

<p>What funding source will you use?</p> <p>\$1300-EL EL Coordinator timesheet approx \$500 Substitutes for release time approx \$800</p>
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Site Goal 1.5

Increase opportunities for students to connect to college and career options

Metric: Other (Site-based/local assessment)

Actions/Services 1.5.1

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?
Create an effective program to maximize FAFSA submission and completion among 12th grade students	College application assistance significantly increases college enrollment and placement <i>Keeping College Options Open: A Field Experiment to Help All High School Seniors Through the College Application Process</i> Philip Oreopoulos	A-G completion rate Grad numbers Number of students completing FAFSA applications Number of scholarships

What funding source will you use?

\$500 Supl/Conc
\$500 supplies

Actions/Services 1.5.2

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?
Encourage increased enrollment in CTE courses and other programs to improve career planning Possibilities include implementation of CCGI, Starting a career readiness program, a Roadtrip nation subscription. Provide field trips to local CTE program partners in the region (CRC, SCC, etc)	An independent evaluation by SRI International of the initiative's fourth year shows that students participating in Linked Learning are earning more credits, are more likely to be on track with the a-g credits required for graduation, and are reporting greater confidence in their life and career skills than similar peers in traditional high school. http://irvine.org/images/stories/pdf/grantmaking/year4linkedlearningevaluationreportfeb2014.pdf	CTE Enrollment numbers Student Surveys Senior Portfolios

What funding source will you use?

\$400 Supl/Conc
approx \$100 subscription fees
approx \$300 supplies and materials

Actions/Services 1.5.3

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?
Expand our college/career Center through the placement of a .2 FTE Career Center Technician and providing appropriate supplies and incentive materials to promote a the career center and any programs to be developed by the staff. Make the Career center an integral part of the senior project.	College application assistance significantly increases college enrollment and placement <i>Keeping College Options Open: A Field Experiment to Help All High School Seniors Through the College Application Process</i> Philip Oreopoulos	Student participation in Career planning activities

What funding source will you use?

\$300 Supl/Conc
\$300 supplies and materials

<p>District Strategic Goal 2: All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2: Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Student Information System
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Site Goal 2.1

Develop a site based data collection system

Metric: Assessment System

Actions/Services 2.1.1

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?
Purchase assessment/diagnostic technology to analyze assessment data Such technology may include a hardware/software package or an online subscription to an assessment/diagnostic service as well as the supplies necessary to put such resources to work.	Kerri A. Kerr , Julie A. Marsh , Gina Schuyler Ikemoto , Hilary Darilek , and Heather Barney , "Strategies to Promote Data Use for Instructional Improvement: Actions, Outcomes, and Lessons from Three Urban Districts," <i>American Journal of Education</i> 112, no. 4 (August 2006): 496-520.	Number of teachers utilizing technology to analyze student performance Improvement of student achievement on site based assessments

What funding source will you use?

\$7000 Supl/Conc
 Approx \$7000 to purchase Assessment package and any supplies required to utilize it

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?
Provide release time for training and development of a site based data collection team	Kerri A. Kerr , Julie A. Marsh , Gina Schuyler Ikemoto , Hilary Darilek , and Heather Barney , "Strategies to Promote Data Use for Instructional Improvement: Actions, Outcomes, and Lessons from Three Urban Districts," <i>American Journal of Education</i> 112, no. 4 (August 2006): 496-520.	Number of teachers utilizing technology to analyze student performance Improvement of student achievement on site based assessments

What funding source will you use?

\$500 Supl/Conc
 Approx \$500 to provide release time for teachers to participate in planning and implementation

Site Goal 2.2

Teachers will use data to inform instruction regarding targeted sub-groups

Metric: Assessment System

Actions/Services 2.2.1

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?
Provide release time for Math and ELA teachers to develop common formative, interim, and summative assessments in partnership with data collection team	"Assessment should be deliberately designed to improve and educate student performance, not merely to audit it as most current assessments do." Educative Assessment. Designing Assessments To Inform and Improve Student Performance. Wiggins, Grant	Number of teachers utilizing site based common assessments

What funding source will you use?

\$500 Supl/Conc
 Time sheet funds not to exceed \$500 for off contract time

Actions/Services 2.2.2

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?
Provide training and appropriate time for teachers to collect and review performance data from targeted sub-groups to determine best practices.	Teachers' use of Curriculum based measurements produced significant gains in student achievement when used in conjunction with the use of systematic data-based decision making and skills analysis feedback. Stecker, P. M., Fuchs, L. S. and Fuchs, D. (2005), Using Curriculum-Based Measurement to Improve Student Achievement: Review of Research.	Number of teachers utilizing site based date Lesson plans CAASPP Data

What funding source will you use?
\$1000 Supl/Conc Timesheets not to exceed \$1000

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Attendance • Chronic Absenteeism • Cohort Graduation • Expulsion • Facilities • HS Dropout • MS Dropout • School Climate • Suspension
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Site Goal 3.1	
PBIS Tier II implementation	
Metric: School Climate	

Actions/Services 3.1.1

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?
Provide opportunities for professional development to enhance PBIS Implementation at Las Flores High School	Attendance, behavior, and academic outcomes are important indicators of school effectiveness and long-term student outcomes. <i>Multi-tiered systems of support</i> (MTSS), such as <i>School-Wide Positive Behavior Interventions and Supports</i> (SWPBIS), have emerged as potentially effective frameworks for addressing student needs and improving student outcomes. Jennifer Freeman, PhD, <i>Journal of Positive Behavior Interventions</i>	PBIS Team Membership Attendance rates PBIS Data School Climate Survey Data

What funding source will you use?

\$1000 Supp Con
 approx \$600 Conference fees and expenses
 Approx \$400 release time for planning and preparing professional development.

Actions/Services 3.1.2

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?
Provide materials and other supplies, such as signage, incentives, activities, MTSS implementation, etc to enhance student participation in PBIS at Las Flores.	Attendance, behavior, and academic outcomes are important indicators of school effectiveness and long-term student outcomes. <i>Multi-tiered systems of support</i> (MTSS), such as <i>School-Wide Positive Behavior Interventions and Supports</i> (SWPBIS), have emerged as potentially effective frameworks for addressing student needs and improving student outcomes. Jennifer Freeman, PhD, <i>Journal of Positive Behavior Interventions</i>	Student survey information CHKS survey information School Climate Survey Information

What funding source will you use?

\$1000 PBIS
 \$1000 supplies and materials

Site Goal 3.2

Increase College and Career planning awareness at Las Flores High School

Metric: Other (Site-based/local assessment)

Actions/Services 3.2.1

Principally Targeted Student Group

- All • Foster Youth

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Create a College/Career center on campus and provide appropriate materials to set up.	Post- and follow-up testing suggest that participation in a career exploration program/class resulted in increased career decision-making self-efficacy, vocational skills self-efficacy, and short-term gains in outcome expectations. Participants enrolled in the career education class in the first quarter were more likely to change career plans than were those in the control condition. Ellen McWhirter Stuart Foundation. (2013). At greater risk: California foster youth and the path from high school to college. Retrieved from: http://www.stuartfoundation.org/docs/default-documentlibrary/at-greater-risk-california-foster-youth-and-the-path-from-high-school-to-college.pdf?sfvrsn=6	a-g Completion Increased CTE participation

Berkeley's Center for Social Services Research and Institute for Evidence-Based Change study results point to the overarching importance of providing foster youth with the support they need to complete high school as well as enroll and succeed in college at the same rates as other students.

What funding source will you use?

\$500 Supl/Conc

Supplies and materials

Actions/Services 3.2.2

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?
<p>Provide opportunities for students to attend college and/or career workshops, career fairs, field trips, or other activities.</p>	<p>Post- and follow-up testing suggest that participation in a career exploration program/class resulted in increased career decision-making self-efficacy, vocational skills self-efficacy, and short-term gains in outcome expectations. Participants enrolled in the career education class in the first quarter were more likely to change career plans than were those in the control condition.</p> <p>Ellen McWhirter</p> <p>Increasing college access for youth aging out of foster care: Evaluation of a summer camp program for foster youth transitioning from high school to college Rosalind Kirk, Angelique Day <i>Children and Youth Services Review</i> Volume 33, Issue 7, July 2011, Pages 1173-1180</p> <p>it was demonstrated that a campus based learning program for transitioning foster youth can help contribute toward a perceived increase in knowledge and information about college life, funding and admissions procedures.</p>	<p>a-g Completion Increased CTE participation</p>

What funding source will you use?

\$1500 Supl/Conc

transportation expenses not to exceed \$1500

Site Goal 3.3

Increase the number of students who are actively engaged in classes (school Climate)

Metric: Attendance

Actions/Services 3.3.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Develop intervention and support programs to address attendance, credit earning rate, and academic achievement. Provide supplies and materials necessary to improve student engagement. Provide opportunities to participate in site activities to build a positive school climate.	Student engagement and its relationship with early high school dropout Isabelle Archambault	Attendance rate ADA Apportionment Credit recovery rates School Climate

What funding source will you use?
\$1000 Supl/Conc Approx \$700 supplies and materials Timesheet not to exceed \$300

District Strategic Goal 4: All students will benefit from programs and services designed to inform and involve family and community partners.	District Needs and Metrics 4: Students need parent, family and community stakeholders as direct partners in their education as measured by: <ul style="list-style-type: none"> • Family and Community Engagement
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Site Goal 4.1

Improve parent participation and engagement in all aspects at Las Flores High School

Metric: Family and Community Engagement

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?
Create a parent University program to encourage parent engagement in their students high school career	"Schools would have to spend \$1,000 more per pupil to reap the same gains in student achievement that an involved parent brings" Westmorland, H., Rosenberg, H. M., Lopez, E., & Weiss, H. (2009). Seeing is Believing: Promising Practices for How School Districts Promote Family Engagement. Issue Brief "Trust between home and school creates a context that supports student achievement" Goddard, Tschnanen-Moran, & Hoy. (2001). A multilevel examination of the distribution and effects of teacher trust in students and parents in urban elementary schools. Elementary School Journal, Elementary School Journal	Parent surveys School Climate surveys Meeting sign in Sheets Number of community partners

What funding source will you use?
\$2000 Supl/Conc Approx \$1000 materials and supplies Approx \$1000 guest speakers/presenters

Actions/Services 4.1.2

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?
Provide materials to enhance parent contact and communication, and involvement College Career planning workshops FAFSA Workshops Homework/tutoring workshops Etc..	An independent evaluation by SRI International of the initiative's fourth year shows that students participating in Linked Learning are earning more credits, are more likely to be on track with the a-g credits required for graduation, and are reporting greater confidence in their life and career skills than similar peers in traditional high school. http://irvine.org/images/stories/pdf/grantmaking/year4linkedlearningevaluationreportfeb2014.pdf College application assistance significantly increases college enrollment and placement <i>Keeping College Options Open: A Field Experiment to Help All High School Seniors Through the College Application Process</i> Philip Oreopoulos	Parent participation as measured by 1. Back to school night 2. student awards programs 3. FAFSA Workshop 4. College Night Etc...

<p>What funding source will you use?</p> <p>\$2000 Supl/Conc Approx \$1000 materials and supplies Approx \$1000 timesheet for staff participation</p>
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Site Goal 4.2

Provide Parent/Teacher communication tools to Improve Parent engagement

Metric: Family and Community Engagement

Actions/Services 4.2.1

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?
Provide training seminars for Parents and students to learn how to use Parent Vue and Student Vue	"Schools would have to spend \$1,000 more per pupil to reap the same gains in student achievement that an involved parent brings" Westmorland, H., Rosenberg, H. M., Lopez, E., & Weiss, H. (2009). Seeing is Believing: Promising Practices for How School Districts Promote Family Engagement. Issue Brief "Trust between home and school creates a context that supports student achievement" Goddard, Tschannen-Moran, & Hoy. (2001). A multilevel examination of the distribution and effects of teacher trust in students and parents in urban elementary schools. Elementary School Journal, Elementary School Journal	Number of parents with Parent Vue accounts Number of students with Student Vue accounts and the number utilizing the tools. Student credit recovery rates Sign in sheets at parent training meetings

What funding source will you use?

\$500 Supl/Conc
 \$250 materials and supplies
 \$250 timesheet

Actions/Services 4.2.2

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?
Update school/home communications using School Messenger, school website, Facebook and other social Media.	Fox, Brian D. <i>The principal as an effective communicator: Increasing parental and community engagement through the use of digital communication and social media</i> . Diss. NORTHWEST NAZARENE UNIVERSITY, 2016. Educational leaders have effective and efficient tools available to them in digital communications and social media. Using these technologies, principals have the ability to develop relationships and build trust among parents and community and tell their school's story in a way the traditional media cannot.	Parent participation at school events Parent participation in school activities such as school site council, ELAC, student awards assemblies. Increased traffic on school website and facebook page

What funding source will you use?

\$500 Supl/Conc
 Timesheet for webmaster/facebook coordinator

**Local Control Accountability Plan (LCAP)
Year 2017 - 2018**
IV. Funding
Las Flores High School - 538

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	
2312 Education Fees 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$1,439	\$0	\$1,439	\$1,439	\$0	\$0	\$0	\$0
2440 Visual & Performing Arts (VAPA) 0000 Unrestricted	0	\$4,610	\$0	\$4,610	\$4,610	\$0	\$0	\$0	\$0
2530 Home Hospital 0000 Unrestricted	0.0002	\$0	\$215,683	\$215,683	\$215,683	\$0	\$0	\$0	\$0
2540 Independent Study Program (ISP) 0000 Unrestricted	18.344	\$0	\$2,023,178	\$2,023,178	\$2,023,178	\$0	\$0	\$0	\$0
2540 Independent Study Program (ISP) 0000 Unrestricted	0	\$1,985	\$0	\$1,985	\$1,985	\$0	\$0	\$0	\$0
4255 Regional Occupational Program 0000 Unrestricted	0.4	\$0	\$42,662	\$42,662	\$42,662	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	0.5	\$0	\$32,667	\$32,667	\$0	\$0	\$32,667	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$3,000	\$3,000	\$3,000	\$0	\$0	\$0	\$0
7201 LCFF Supple/Conc 7 - 12 0000 Unrestricted	0	\$0	\$34,400	\$34,400	\$16,400	\$9,000	\$4,000	\$5,000	\$0
7250 EL Supplemental Program Services 7- 12 0000 Unrestricted	0	\$0	\$1,800	\$1,800	\$1,000	\$0	\$0	\$800	\$0
7270 PBIS Coordination 0000 Unrestricted	0.2	\$0	\$32,352	\$32,352	\$32,352	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$413	\$0	\$413	\$413	\$0	\$0	\$0	\$0
4020 Secondary Education 9305 Miscellaneous Site Donations (<\$1000)	0	\$188	\$0	\$188	\$188	\$0	\$0	\$0	\$0
4020 Secondary Education 9539 Target Donations	0	\$198	\$0	\$198	\$198	\$0	\$0	\$0	\$0
2540 Independent Study Program (ISP) 9545 Toolbox for	0	\$506	\$0	\$506	\$506	\$0	\$0	\$0	\$0

Education									
Totals	19.4442	\$9,339	\$2,391,742	\$2,401,081	\$2,348,614	\$9,000	\$37,667	\$5,800	

Signatures: (Must sign in blue ink)

Date

Principal **Alan Williams**

School Site Council Chairperson **Cristal Mann**

EL Advisory Chairperson

_____	_____
_____	_____
_____	_____

Benefits Calculator	
Certificated	Staff Amount \$
	Benefits Amount \$
Classified	Total \$

